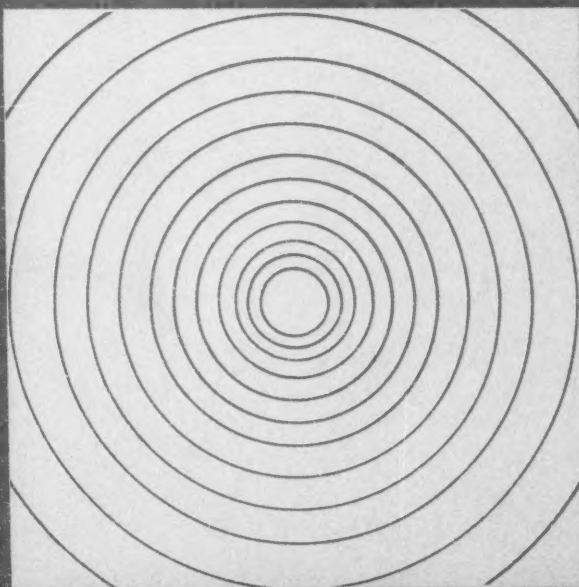
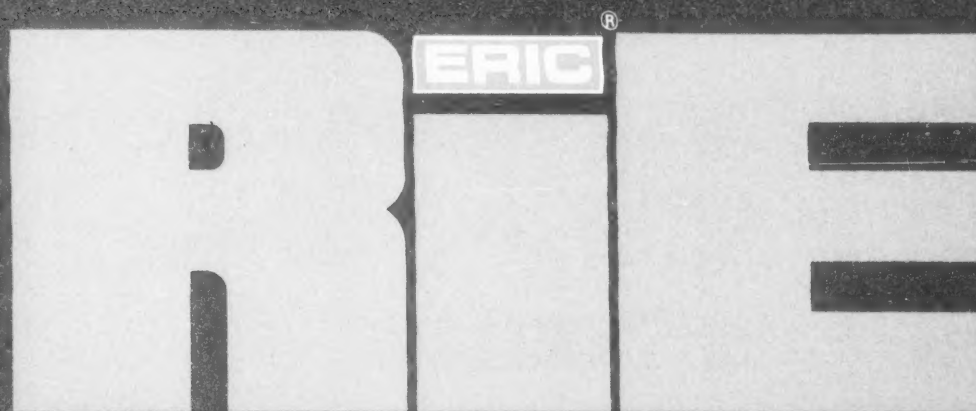


Resources in Education

EDUCATIONAL RESOURCES
INFORMATION CENTER

SEPTEMBER 1984

VOLUME 19 • NUMBER 9



ED 242 861-244 045

SPECIAL ANNOUNCEMENT

A Nation Responds: Recent Efforts to Improve Education

In May 1984, the Department of Education published this summary of the Nation's responses to recent studies in education, including the report of the National Commission on Excellence in Education, *A Nation at Risk*. This document extends the information provided in December 1983 in the publication *Meeting the Challenge* and consists of three parts:

- An overview which describes national developments in education in the last 12 months and summarizes State and local efforts to improve education.
- A section on State initiatives which provides a State-by-State profile of recent activities and a chart summarizing these initiatives.
- An informal sampling of significant efforts by local schools, school districts, postsecondary institutions, associations, and the private sector.

This report is available from the U.S. Government Printing Office (GPO), Superintendent of Documents, Washington, D.C. 20402 (\$7.50, Stock #065-000-00198-5).

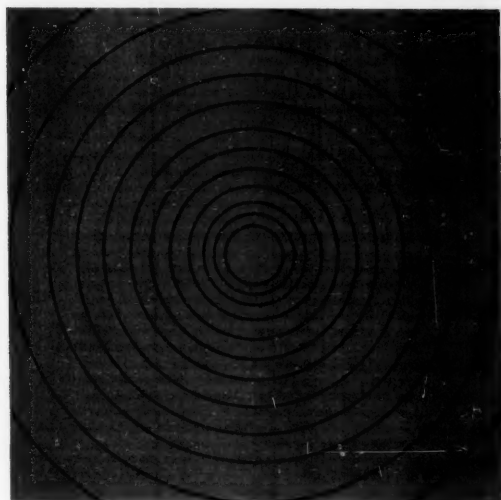
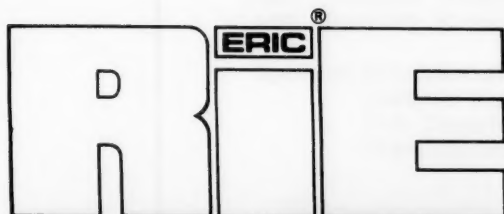
It is also available from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210, in microfiche (\$.97) or paper copy (231 pages, \$17.90). Order by the ERIC Accession Number (ED 240 748), announced in the July 1984 issue of *Resources in Education*.

RESOURCES IN EDUCATION

ED 242 861-244 045

September 1984

Volume 19 • Number 9



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Copies of *RIE* are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding subscription prices (12 issues/year) and single issue prices should be directed to the Superintendent of Documents.

Two *Semiannual Indexes to RIE* (January-June and July-December) are also available from GPO. Contact the Superintendent of Documents for prices.

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Selected Acronyms

CH	— Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	— Compiler
DHEW	— Department of Health, Education, and Welfare
Ed.	— Editor
ED	— Accession Number Prefix (ERIC Document)
	— Department of Education
EDRS	— ERIC Document Reproduction Service
ERIC	— Educational Resources Information Center
GPO	— Government Printing Office
MF	— Microfiche
NIE	— National Institute of Education
OE	— Office of Education
PC	— Paper Copy
RIE	— <i>Resources in Education</i>
SN	— Scope Note
UF	— Used For

Library of Congress Cataloging in Publication

Resources in education / Educational Resources Information Center. — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor],

v. ; 28 cm.

Monthly.

Began with Vol. 10, no. 1 (Jan. 1975)

Cover title.

Vols. for Jan. 1975-Apr. 1980 were classed (Supt. of Docs.): HE 19.210:(v.nos.&nos.)

Description based on: Vol. 14, no. 1 (Jan. 1979)

Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980- by the Dept. of

(Continued on next card)

75-644211

AACR 2 MARC-S

76r8209r81jrev

Resources in education . . . (Card 2)

Education, National Institute of Education.

Indexes:

Cumulative indexes published semiannually; 1980- one semiannual index issued for Jan.-June.

Continues: Research in education.

Supt. of Docs. no.: HE 19.210; ED 1.310:

GPO: Item 466-A

ISSN 0098-0897 = Resources in education.

1. Educational research—Bibliography. 2. Education—Bibliography. I. United States. National Institute of Education. II. Educational Resources Information Center.

⌈DNLM: 1. Education—abstracts. 2. Education—indexes. 3. Research Support—directories. Z 5811 R432⌋

Z5813.R4

016.370'78

75-644211

⌈LB1028⌋

AACR 2 MARC-S

Library of Congress

76r8209r81jrev

Introduction

RESOURCES IN EDUCATION (RIE) —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
National Institute of Education (NIE)
U.S. Department of Education
Washington, D.C. 20208

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (*ERIC Document*). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled "How to Order **RESOURCES IN EDUCATION**."

General Information

Name: _____
Address: _____
City: _____
State: _____
Zip: _____

Phone Number: _____
E-mail Address: _____

Occupation: _____
Education: _____

Marital Status: _____
Number of Children: _____

Year of Birth: _____
Date of Birth: _____
Place of Birth: _____
Religion: _____
Political Party: _____

Current Residence: _____
Previous Residence: _____
Reason for Moving: _____
Date of Move: _____
Duration of Stay: _____

Current Employer: _____
Previous Employer: _____
Reason for Leaving: _____
Date of Leaving: _____
Duration of Stay: _____

HIGHLIGHTS Of Special Interest

ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. Special collections of clearinghouse publications are also available on microfiche from EDRS, as follows:

1975-77	(574 documents).....	\$120.95	(includes postage)
1978	(211 documents).....	\$ 43.45	(includes postage)
1979	(159 documents).....	\$ 36.93	(includes postage)
1980	(176 documents).....	\$ 39.05	(includes postage)
1981	(173 documents).....	\$ 39.05	(includes postage)
1982	(181 documents).....	\$ 39.05	(includes postage)

Citations (By Clearinghouse)

ED 243 111 CS 208 231
Fearing, Bertie E. Allen, Jo
Teaching Technical Writing in the Secondary School.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.; 63p.

EDRS Price - MF01/PC03 Plus Postage.
Alternate Availability—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 52953, \$4.75 member, \$6.00 non-member).

ED 243 112 CS 208 232
Smith, Michael W.
Reducing Writing Apprehension.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.; 47p.

EDRS Price - MF01/PC02 Plus Postage.
Alternate Availability—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39671, \$4.50 member, \$5.75 non-member).

ED 243 139 CS 208 270
Jensen, Julie M., Ed.

Composing and Comprehending.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English; 201p.

EDRS Price - MF01/PC09 Plus Postage.
Alternate Availability—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 08024, \$10.00 member, \$13.00 non-member).

ED 243 167 CS 504 594
Wagner, David L.

ERIC First Analysis: Welfare Reforms; 1984-85
National High School Debate Resolutions.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.; 98p.

EDRS Price - MF01/PC04 Plus Postage.
Alternate Availability—Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 (\$4.00, 10% discount for 10-49 copies, 20% discount for 50 or more copies).

ED 243 355 HE 017 160
Bromert, Jane Doyle

The Role and Effectiveness of Search Committees.
AAHE-ERIC/Higher Education Research Currents.

Journal Cit—AAHE Bulletin; p7-10 Apr 1984
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.; 5p.

EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—American Association for Higher Education, Publications Department, One Dupont Circle, Suite 780, Washington, DC 20036.

ED 243 397 HE 017 216
Austin, Ann E. Gamson, Zelda F.

Academic Workplace: New Demands, Heightened Tensions. ASHE-ERIC Higher Education Research Report No. 10, 1983.

Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.; 131p.

EDRS Price - MF01/PC06 Plus Postage.
Alternate Availability—Association for the Study of Higher Education, Publications Dept., One Dupont Circle, Suite 630, Washington, DC 20036 (\$6.50, nonmembers; \$5.00, members).

RIE Highlights

ED 243 553

JC 840 232

Martorana, S. V., Ed. Piland, William E., Ed.
**Designing Programs for Community Groups. New
Directions for Community Colleges, Number 45.**
Journal Cit—New Directions for Community Col-
leges; v12 n1 1984

ERIC Clearinghouse for Junior Colleges, Los An-
geles, Calif.; 114p.

EDRS Price - MF01/PC05 Plus Postage.

Alternate Availability—Jossey-Bass, Inc., Publish-
ers, 433 California St., San Francisco, CA 94104
(\$8.95).

DOCUMENT SECTION

SAMPLE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

ED 654 321

CE 123 456

Title.

Smith, John D. Johnson, Jane

Organization where document originated.

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No. — CU-2081-S

Date Published.

Pub Date — May 83

Contract— NIE-C-83-0001

Contract or Grant Number.

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25).

Alternate source for obtaining document.

Language—English, French

Pub Type— Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Descriptors — Career Guidance, *Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA—ERIC Processing and Reference Facility.....	1	JC—Junior Colleges.....	104
CE—Adult, Career, and Vocational Education.....	1	PS—Elementary and Early Childhood Education.....	114
CG—Counseling and Personnel Services.....	23	RC—Rural Education and Small Schools.....	121
CS—Reading and Communication Skills.....	35	SE—Science, Mathematics, and Environmental Education.....	127
EA—Educational Management.....	50	SO—Social Studies/Social Science Education.....	141
EC—Handicapped and Gifted Children.....	65	SP—Teacher Education.....	153
FL—Languages and Linguistics.....	72	TM—Tests, Measurement, and Evaluation.....	166
HE—Higher Education.....	77	UD—Urban Education.....	177
IR—Information Resources.....	89		

AA

ED 242 861 AA 001 125
Resources in Education (RIE), Volume 19, Number 9.

Educational Resources Information Center (ED/NIE), Washington, DC; ORI, Inc., Bethesda, MD. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 84

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$95.00 (Domestic), \$118.75 (Foreign).

Pub Type—Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials

Identifiers—*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

CE

ED 242 862 CE 034 719
Knebel, Earl H., Ed. Richardson, William, Ed.
Terminology in Agricultural Education. Terminology of Importance to Professionals in Agricultural Education.

American Vocational Association, Arlington, VA. Agricultural Education Div.

Pub Date—82

Note—25p.

Available from—American Association for Vocational Instructional Materials, Driftmier Engineering Center, University of Georgia, Athens, GA 30602 (\$2.00; quantity price—\$1.00 each).

Pub Type—Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Education, Career Education, Competency Based Education, *Definitions, Postsecondary Education, Secondary Education, Technical Education, *Vocabulary, *Vocational Education

This publication contains 190 terms that relate directly and uniquely to agricultural education or that are considered to be highly important in vocational and technical education and have direct relevance to agricultural education. Intended for supervisors, teacher educators, teachers, and students in agricultural education, the publication should also be useful to those dealing with other areas of vocational and technical education and to those responsible for providing leadership in vocational public school education. Terms, together with their definitions, are arranged alphabetically. Similar or closely related terms are cross-listed. (YLB)

ED 242 863 CE 038 104

Hamilton, James B. Wonacott, Michael E.

Updating Teachers for Tomorrow's Technology: A Strategy for Action. Research and Development Series No. 242.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—76p.; For a related document, see ED 232 013.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (RD242-54.95).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Faculty Development, Inservice Teacher Education, *Job Skills, Models, Postsecondary Education, *Professional Continuing Education, Program Development, Program Implementation, *Retraining, Secondary Education, State Programs, *Statewide Planning, *Teacher Improvement, Technical Education, Vocational Education, *Vocational Education Teachers

Identifiers—*Technological Updating
An overall strategy is reported for updating secondary and postsecondary vocational/technical teachers in the technologies of their teaching areas. It is designed for use by vocational educators and

others who provide technological update: local school, institution, and district administrators and boards; teacher educators; vocational/technical professional development leaders; business/industry representatives; and state and federal department of education personnel. The first chapter provides background on the need for the strategy, its development, and the nine essential strategy characteristics. Chapters 2 to 10 each treat one of the generic characteristics of a successful strategy for technological update: structure for action, roles and responsibilities, policy, resources, incentives and rewards, high potential techniques, alternative technique configurations, incorporation of update in programs, and continuing and self-renewing activities. Each chapter presents (1) a rationale for the inclusion of the characteristic, (2) guidelines for implementing the characteristic, and (3) specific details appropriate to the illustration of the discussion. Chapter 11 discusses the implementation of technological update programs at the statewide level and suggests an appropriate structure for administering such programs. Chapter 12 provides related recommendations for action to increase the effectiveness of current efforts to provide vocational teachers with technological update. (YLB)

ED 242 864 CE 038 431

Stevens, Rachel H.

Professional Education and Technical Education Needs of Health Occupations Education Teachers.

Pub Date—Dec 83

Note—23p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 2-6, 1983). Small print in appendices may not reproduce well.

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Allied Health Occupations Education, *Educational Needs, Needs Assessment, *Professional Education, Questionnaires, Secondary Education, Self Evaluation (Individuals), State Surveys, Teacher Attitudes, *Teacher Education, Teacher Education Curriculum, Teacher Qualifications, Teaching Skills, *Technical Education, *Vocational Education Teachers

Identifiers—*North Carolina

A study examined the professional and technical education needs of health occupations education (HOE) teachers in North Carolina. Utilizing an ex post facto research design, researchers administered professional education needs assessment surveys to all 1,058 teachers in attendance at the 1981 North Carolina Annual Vocational Conference. A separate technical educational needs survey was administered to the HOE teachers in attendance. A comparison of the responses of the eight types of

vocational education teachers completing the survey indicated that HOE teachers appear to have the same professional education needs as do all of the other vocational educators, with the exception of the home economics teachers. The top professional education needs identified by the respondents were in the areas of public relations, the design and implementation of community surveys, self-evaluation of instructional effectiveness, budgeting, and long-range plan preparation. Based on the technical education needs survey, it was concluded that staff development activities for the HOE teachers should focus on the state of the art of the national health care system, the use of student and career information in career guidance services, problem solving and decision making, health law, and metric system computations. (MN)

ED 242 865 CE 038 474

Vocational Job Preparatory Student Placement and Follow Up in Florida. A Study of the Effectiveness of Policies and Procedures Used for Vocational Job Preparatory Student Placement and Follow Up in Florida's Public Schools.

Florida State Advisory Council on Vocational and Technical Education, Tallahassee.

Pub Date—Jan 84

Note—77p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Career Counseling, *Counseling Effectiveness, *Counseling Services, *Counseling Techniques, *Data Analysis, *Data Collection, *Educational Policy, *Educational Practices, *Financial Support, *Followup Studies, *Information Needs, *Postsecondary Education, *Program Effectiveness, *Questionnaires, *Research Methodology, *Research Needs, *Research Problems, *Research Utilization, *Secondary Education, *State Surveys, *Statewide Planning, *Student Placement, *Vocational Education, *Vocational Followup

Identifiers—*Florida

A study examined the effectiveness of policies and procedures used for vocational job preparatory student placement and followup in Florida's public schools. During the study, researchers (1) conducted interviews with approximately 40 persons having statewide knowledge of or involvement in some phase of vocational education placement and followup in Florida, (2) surveyed local level personnel involved in these same endeavors, and (3) mailed questionnaires to representatives of area school districts and community colleges. Based on data collected from all of these sources, the researchers concluded that primary use of vocational student followup results was to comply with state and national requirements. Serious and widespread doubts exist at both the state and local levels concerning the validity of vocational student followup data. Most respondents agreed that local labor market conditions should be considered when interpreting the results of vocational student followup studies. Unless state and local agencies are willing to commit additional resources to student placement and followup efforts, significant improvement in overall services in these areas is doubtful. The state should explore the feasibility of using unemployment insurance data to assist in collecting placement and followup information. (Appended to this report are the survey instrument as well as lists of the types of placement and followup assistance that respondents would like to receive and their suggestions for improving the existing system.) (MN)

ED 242 866 CE 038 552

Hatherly, Vivian Affholter, Tom
Text Editing with the TRS-80.
Spokane Falls Community Coll., WA.

Pub Date—83

Note—54p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Community Colleges, *Computer Oriented Programs, *Computer Software, *Individualized Instruction, *Information Retrieval, *Input Output Devices, *Learning Activities, *Learning Modules, *Programmed Instructional Materials, *Two Year Colleges, *Units of Study, *Word Processing

Identifiers—*Script, *TRS 80

This individualized text was designed to lead students through a step-by-step course in text editing (word processing) using the TRS-80 Model III or IV. The program used in the course is a modification of SuperScript, to be printed out on an Epson

printer. The text is organized into six sections covering the following topics: getting started, creating a document, editing techniques, multi-page documents, printer control codes, and advanced techniques. Each section contains several lessons with exercises that students use to practice the techniques covered in the lessons. When students feel that they have successfully mastered a section, the text directs them to ask an instructor for a test to complete for that section. Various document formats are used throughout the text to provide examples for students. (KC)

ED 242 867 CE 038 589

Systematic Program Design: A Handbook for Volunteers. Appropriate Technologies for Development. Fourth Edition. Reprint R-44A.

Boston Univ., MA. Center for Educational Development in Health; Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sep 82

Note—188p.; For a Spanish version of this document, see CE 038 590.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Agency Role, *Community Programs, *Community Services, *Data Collection, *Developing Nations, *Economic Development, *Energy Conservation, *Evaluation Methods, *Followup Studies, *Food, *Guidelines, *Health Programs, *Information Sources, *Needs Assessment, *Nutrition, *Postsecondary Education, *Problem Solving, *Program Design, *Program Development, *Program Evaluation, *Program Guides, *Program Implementation, *Research Methodology, *Rural Development, *Rural Education, *Sanitation, *Voluntary Agencies, *Volunteers, *Volunteer Training

Identifiers—Food Production

This manual is intended to assist volunteers and staff of volunteer organizations in the design of projects in various community and social service areas. The first section of the manual is a guidebook that addresses such aspects of the planning, implementation, and evaluation process as situational analysis, needs assessment, task-oriented planning, progress and product evaluation, problem solving, and follow-up. Addressed in a chapter dealing with methods are the following topics: information gathering methods (library search, field surveys, consulting experts, task forces, and technical conferences); planning and implementation methods (community organization, group discussion, bargaining and negotiation, model behavior, nonformal education, technical assistance, and cost analysis); and evaluation methods (feedback, practical tests, and presentation of data and information). Concluding the guide are a series of how-to-do-it manuals devoted to health and primary care, water and sanitation, nutrition and food production, education, economic development, community services, and energy and conservation. (MN)

ED 242 868 CE 038 590

Diseno Sistemático de Proyectos: Manual para Voluntarios (Systematic Project Design: A Handbook for Volunteers). Appropriate Technologies for Development. Fourth Edition. Reprint R-44B.

Boston Univ., MA. Center for Educational Development in Health; Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sep 82

Note—190p.; For an English version of this document, see CE 038 589.

Language—Spanish

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Agency Role, *Community Programs, *Community Services, *Data Collection, *Developing Nations, *Economic Development, *Energy Conservation, *Followup Studies, *Food, *Guidelines, *Health Programs, *Information Sources, *Needs Assessment, *Nutrition, *Postsecondary Education, *Problem Solving, *Program Design, *Program Development, *Program Guides, *Research Methodology, *Rural Development, *Rural Education, *Sanitation, *Voluntary Agencies, *Volunteers, *Volunteer Training

Identifiers—Food Production

This manual, the Spanish translation of a separately available English handbook on program design, is intended to assist volunteers and staff of volunteer organizations in the systematic design of projects in various health, community, and social service areas. The first section of the manual is a

guidebook that addresses such aspects of the planning, implementation, and evaluation process as situational analysis, needs assessment, task-oriented planning, progress and product evaluation, problem solving, and follow-up. Addressed in a chapter dealing with methods are the following topics: information gathering methods (library search, field surveys, consulting experts, task forces, and technical conferences); planning and implementation methods (community organization, group discussion, bargaining and negotiation, model behavior, nonformal education, technical assistance, and cost analysis); and evaluation methods (feedback, practical tests, and presentation of data and information). Concluding the guide are a series of how-to-do-it manuals devoted to health and primary care, water and sanitation, nutrition and food production, education, economic development, community services, and energy and conservation. (MN)

ED 242 869 CE 038 599

Leach, Becky

Child Development. A Learning Guide.

Competency-Based Individualized Vocational Education Consortium, Addison, IL; Zion-Venton Township High School District, Zion, IL.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education

Pub Date—Jun 83

Contract—R-32-63-X-0333-130

Note—396p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Behavioral Objectives, *Child Development, *Child Rearing, *Criterion Referenced Tests, *Early Parenthood, *Health Needs, *Health Services, *Home Economics Education, *Infants, *Learning Activities, *Medical Services, *Neonates, *Nutrition, *Parent Child Relationship, *Parenthood Education, *Postsecondary Education, *Pregnancy, *Pregnant Students, *Prenatal Influences, *Safety, *Secondary Education, *Young Children

Identifiers—Illinois, Prenatal Care

This competency-based, individualized learning package, consisting of 10 learning guides, deals with child development. Addressed in the individual learning guides are the following topics: the safety needs of infants and children; the qualities, attitudes, and traits that increase parenthood readiness; the special needs created by teenage pregnancy; fetal development and factors affecting it; prenatal care; the changes occurring in a woman's body during pregnancy; the birth process; characteristics of newborns; the role of nutrition in infant and child development; problem situations arising between children and their parents; and the needs of and health practices for infants and young children. Each learning guide contains some or all of the following: a task title, a statement of purpose, an estimated time for completion of the guide, performance objectives, a learning contract, learning steps, resources, one or more information sheets, one or more activity sheets, a performance checklist, and a criterion-referenced exam. (MN)

ED 242 870 CE 038 602

Meyer, Rosemarie

Medical Assisting. A Learning Guide.

Competency-Based Individualized Vocational Education Consortium, Addison, IL; Lake County Area Vocational Center, Grayslake, IL.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—[83]

Contract—R-32-63-X-0333-130

Note—648p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF03/PC26 Plus Postage.

Descriptors—*Allied Health Occupations Education, *Behavioral Objectives, *Communication Skills, *Criterion Referenced Tests, *Equipment Utilization, *Ethics, *Job Skills, *Laboratory Equipment, *Laboratory Procedures, *Learning Activities, *Medical Assistants, *Medical Evaluation, *Medical Laboratory Assistants, *Medical Services, *Patient Education, *Postsecondary Education, *Recordkeeping, *Vocational Education

Identifiers—Illinois, Medical Devices, Medication,

*Patient Care

This competency-based, individualized learning package, consisting of 50 learning guides, is designed for use by students who are studying to become medical assistants. Included among the topics

addressed in the individual learning guides are the following: using and caring for microscopes, understanding medical ethics and law, developing communication skills, performing hemoglobin determinations, cleaning and wrapping instruments, autoclaving, changing dressings, removing sutures, preparing patients for medical examinations, assembling patient records, performing restraints for children, setting up for draining abscesses, assisting with Pap smears, measuring height and weight, preparing patients for minor office surgery, assessing pulse and body temperature, measuring blood pressure and respiration, explaining diets, using the Physician's Desk Reference, performing various laboratory tests, administering different types of injections, and executing a variety of laboratory procedures on blood. Each learning guide contains some or all of the following: a task title, a statement of purpose, an estimated time for completion of the guide, performance objectives, a learning contract, learning steps, resources, one or more information sheets, one or more activity sheets, a performance checklist, and a criterion-referenced exam. (MN)

ED 242 871 CE 038 606

Bourque, Janet And Others

Curriculum Development in Craft Sewing as a Vocation. Final Report.

Lake Washington Vocational Technical Inst., Kirkland, WA.

Spons Agency—Washington State Commission for Vocational Education, Olympia.

Pub Date—Aug 83

Note—117p

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Business Administration, *Business Skills, Craft Workers, *Entrepreneurship, Ethics, Financial Support, Guidelines, *Handicrafts, Lesson Plans, Marketing, Money Management, *Needle Trades, *Occupational Home Economics, Postsecondary Education, Secondary Education, *Sewing Instruction, Small Businesses, State Curriculum Guides

Identifiers—Business Law, Washington

This curriculum is designed to serve as a guide for use by teachers conducting a course in crafts sewing as a business. Covered in the individual units of the course are the following topics: business skills (law, finance, insurance, and computer use); psychology and ethics (the effect of business on home and family, and ethical and effective business practices); production (product development, pattern drafting and sewing skills, production plans, studios, and pricing and profit); marketing (market research, markets, portfolios, product presentation, advertising, and promotion and publicity); and resources. Each unit consists of a series of lessons containing some or all of the following: a class title, notes, a lesson description, an objective, a teaching outline, and a bibliography. (MN)

ED 242 872 CE 038 607

Campbell, Michael

Computerized Legal Research. Final Report.

Highline Community Coll., Midway, Wash.

Spons Agency—Washington State Commission for Vocational Education, Olympia.

Pub Date—Dec 83

Note—45p; Parts of Appendix A will not reproduce well.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, *Computer Oriented Programs, Guidelines, Instructional Development, *Legal Education, Literature Reviews, *Online Systems, Postsecondary Education, Program Development, Program Effectiveness, Program Implementation, *Reference Services, *Research Methodology

Identifiers—Highline Community College WA, *Legal Research, LEXIS, WESTLAW

A project was undertaken to develop a curriculum for a course in computerized legal education that could be used at Highline Community College in Midway, Washington. As part of the curriculum development effort, project staff reviewed relevant literature, visited colleagues at the University of Washington and the University of Puget Sound Law Schools who use the WESTLAW and LEXIS computerized legal research systems, interviewed representatives of each system, and prepared a detailed curriculum for a course in computerized legal research. As a result of these activities, those working on the project became familiar with the workings of both the WESTLAW and LEXIS systems and

learned how to explain them to students. A computerized legal research curriculum was drafted and subsequently revised following evaluations by faculty and students at Highline Community College. Based on their review of the two legal research systems, the project staff recommended that Highline Community College lease the WESTLAW system for a year and evaluate its effectiveness for use by paralegal students. (MN)

ED 242 873

CE 038 614

Lantz, James

State-of-the-Art Uses of Computers in Vocational Education in Ohio.

Ohio State Advisory Council for Vocational Education, Columbus.

Pub Date—84

Note—33p

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agricultural Education, Business Education, Career Education, *Computer Assisted Instruction, *Computer Literacy, Computer Managed Instruction, *Computer Oriented Programs, Computers, Curriculum, Curriculum Development, Educational Administration, Educational Cooperation, *Educational Needs, *Educational Practices, Home Economics, Microcomputers, Office Occupations Education, Postsecondary Education, Program Administration, School Business Relationship, Secondary Education, Special Education, Staff Development, State of the Art Reviews, Trade and Industrial Education, *Vocational Education

Identifiers—*Ohio, Special Needs Students

A study explained the state-of-the-art uses of computers in vocational education in Ohio. During the study, assistant directors in the division of vocational education were asked to identify state-of-the-art uses of computers in schools and program service areas based on criteria for vocational computer and microcomputer literacy within the areas of agricultural, business and office, career, home economics, special needs, and trade and industrial education. In addition, the researcher interviewed staff at 12 sites throughout the state, including joint vocational schools in urban and rural settings and vocational programs in comprehensive high schools. Based on these interviews, it was concluded that the most successful programs were curricular and instructional programs that were marketplace driven and led by strong local advisory committees made up of business and industrial leaders. Significant variations were found to exist among and between state-of-the-art schools and program areas regarding the uses of computers and microcomputers and the potential envisioned. In addition, expenditures for computers and microcomputers varied dramatically from school to school. Recommendations were made calling for the development of multi-year computer plans and for the development of hardware and software configurations to support a comprehensive and integrated management information system that would wed administrative and instructional information. (MN)

ED 242 874

CE 038 615

Leske, Gary Persico, John, Jr.

Indicators of Quality in Cooperative Vocational Education: A Review and Synthesis of Research.

Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.

Pub Date—Apr 84

Note—126p

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Accountability, *Cooperative Education, Cooperative Planning, *Cooperative Programs, *Educational Assessment, Educational Benefits, Educational Cooperation, Educational Needs, Educational Objectives, *Educational Quality, Educational Research, *Evaluation Criteria, Information Dissemination, Linking Agents, Needs Assessment, Outcomes of Education, Program Evaluation, School Business Relationship, *Vocational Education

Identifiers—Evaluation Research, *Quality Indicators

A project was conducted to identify the major conceptual problems associated with secondary cooperative vocational education (CVE) programs, develop a model that accurately depicts the CVE process, and develop a comprehensive set of measures for quality CVE programs. Based on their review of the related literature, the researchers concluded that an information system is an integral

part of the effort to justify and improve CVE programs. They then developed a model that characterized the elements of a CVE program in terms of inputs, processes, and outcomes. According to the model, inputs and processes were divided into three categories: school, job, and linkage. In each category a number of elements were then identified as necessary for an effective CVE program. Having refined this schema of quality indicators, the researchers then drafted a CVE program evaluation model that encompassed the following activities: clarification of key CVE program outcomes valued by local leaders, establishment of local standards for CVE program outcomes, preparation of instruments to obtain outcome and input indicator data, establishment of a system for analysis and reporting of information, analysis of the outcomes of CVE programs by comparing program results to outcome standards, and dissemination of local program information. (MN)

ED 242 875

CE 038 616

DeVore, Paul W.

Research and Industrial Education Searching for Direction.

Pub Date—4 Dec 83

Note—17p; Paper Presented at the American Vocational Association Convention (Anaheim, CA, December 4, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Needs, *Educational Objectives, Educational Philosophy, *Educational Research, *Industrial Education, Needs Assessment, Postsecondary Education, Relevance (Education), Research Design, *Research Needs, Research Problems, School Role, State of the Art Reviews, *Vocational Education

Industrial education has reached the stage of evolution where a major transition is required if it is to continue as a viable field of education and contribute to the solution of some of society's significant and critical problems. If industrial arts practitioners are to guide their field through an orderly transformation, they must follow a different research agenda than the time-honored, traditional one. An examination of existing research dealing with industrial education reveals that it focuses primarily on how to teach rather than on what to teach. The research agenda for industrial education should be derived from problems grounded in two disciplines, technology and pedagogy. Included among the research problems that would be natural in this new agenda are questions related to work and its meaning, public policy concerning the adoption and use of new technologies, and the use and means of technical systems. (MN)

ED 242 876

CE 038 618

Yunker, John

Post-Secondary Vocational Education at Minnesota's Area Vocational-Technical Institutes.

Minnesota State Office of the Legislative Auditor, St. Paul. Program Evaluation Div.

Pub Date—9 Feb 83

Note—133p

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Evaluation Criteria, Evaluation Methods, Followup Studies, Graduate Surveys, *Job Placement, *Outcomes of Education, Postsecondary Education, *Program Effectiveness, *Program Evaluation, Salary Wage Differentials, State Programs, *Student Teacher Ratio, *Vocational Education

Identifiers—*Area Vocational Technical Schools, Minnesota, Program Overlap

A study examined postsecondary vocational education at Minnesota's area vocational-technical institutes (AVTIs). During the study, researchers evaluated the efficiency and effectiveness of approximately 800 vocational programs offered by the AVTIs with respect to student and teacher ratios, program duplication, completion rates, placement rates, and wages. In reviewing student and teacher ratios, the researchers concluded that the existing ratio remains approximately 8 percent below what the AVTI system should be expected to achieve. The researchers found a significant amount of program duplication or overlap in public postsecondary vocational education, with 60 percent of the AVTI programs and 49 percent of community college programs operating within 65 miles of at least one similar program. Although most AVTI programs appeared to have a satisfactory completion rate,

nearly one-fifth of them had a dropout rate of 50 percent or more during a recent 2-year period. Similarly, while most AVTI programs have been quite successful in placing students in related jobs, up to one-fourth of the programs had problems with related placement rates that merit close attention. Examination of the available data dealing with the earnings of individuals with high school versus post-secondary vocational training raises questions about the common conception that graduates of post-secondary vocational programs earn more than their counterparts from high school programs. Overall, it was estimated that between 40 and 50 percent of the AVTI programs examined have had at least one problem in the areas discussed above. (MN)

ED 242 877 CE 038 621

Wolfskill, Lyle A. And Others
Handbook for Building Homes of Earth. Appropriate Technologies for Development. Reprint R-34.
Department of Housing and Urban Development, Washington, DC. Office of International Affairs; Peace Corps, Washington, DC. Information Collection and Exchange Div.

Spons Agency—Agency for International Development (IDCA), Washington, DC.

Pub Date—Sep 81
Note—164p; Photographs will not reproduce well. Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Building Design, *Construction (Process), Construction Management, *Construction Materials, Developing Nations, Guidelines, *Housing, Postsecondary Education, Roofing, Site Development, *Soil Science, *Structural Elements (Construction), Voluntary Agencies, Volunteers, Volunteer Training

Identifiers—Agency for International Development, *Earth Homes

This manual, developed by the Agency for International Development and used by the Peace Corps, explains how to build homes made of earth. Information came from reports, books, and articles from many countries, coupled with research by soil engineers at Texas A & M University. It is presented in the most nontechnical form possible. The manual describes broadly the kinds of soil that are found in various parts of the world and tells what can be expected of them. It then tells what is best to do with each of them, alone or in combination with others, to make them good enough to use or make them better with the use of stabilizers. Then it explains which of the three general kinds of earth construction is best for use with the kinds of soil available. It also describes simple tests anyone can perform that tell the builder how well he or she is succeeding in the construction. After chapters on picking out places to build, how to make a good foundation for any kind of house, and how to build a roof, the manual has separate chapters on adobe, rammed earth, and pressed block construction. The manual is illustrated with line drawings and photographs. A list of references, mathematical formulas, soil test procedures, and a glossary complete the manual. (KC)

ED 242 878 CE 038 622

McClure, F. A.
Bamboo as a Building Material. Peace Corps. Appropriate Technologies for Development. Reprint R-33.

Department of Agriculture, Washington, D.C.; Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sep 81
Note—60p; Not available in paper copy due to small, light type.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Building Design, *Construction (Process), Construction Management, *Construction Materials, Developing Nations, Guidelines, Hand Tools, *Housing, Job Skills, Plant Growth, *Plant Identification, Plant Propagation, Postsecondary Education, Roofing, Site Development, *Structural Elements (Construction), Voluntary Agencies, Volunteers, Volunteer Training

Identifiers—*Bamboo
This manual, developed by the U.S. Department of Agriculture under the Point Four program, presents critical features and principles of using bamboo as a building material. Information provided in the manual includes the following: parts of a house for

which bamboos are suitable, bamboo reinforcement of concrete, geographical distribution of bamboos, differences among species, some bamboos used in housing, shortcomings of bamboo and how to overcome them, preservation, skill requirements, tool requirements, differentiation and evaluation of species of bamboo, and collecting specimens for identification. A list of the salient features of different types of bamboo species is included. The publication is illustrated with line drawings and photographs. A list of references completes the manual. (KC)

ED 242 879 CE 038 623

Olcott, Lynn
Guidelines for Development of a Home Industry. Appropriate Technologies for Development. Reprint R-14.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sep 81
Note—69p; Not available in paper copy due to small, light type.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Craft Workers, Developing Nations, *Disabilities, Educational Facilities, Educational Resources, Extension Education, *Handicrafts, Job Skills, Job Training, Marketing, Postsecondary Education, Productivity, *Program Development, *Program Implementation, Public Relations, Recordkeeping, Salesmanship, *Sheltered Workshops, *Small Businesses, Training Methods, Voluntary Agencies, Volunteers, Volunteer Training

Identifiers—Ethiopia, Home Industry, Leprosy

This booklet, prepared for the Peace Corps, describes the operation of the Volunteer Rehabilitation Project, a handicraft project for handicapped persons (mostly leprosy patients) in Ethiopia. Along with the project description are step-by-step instructions for carrying out a similar project and a discussion of the principles underlying the operation of the project. The report is organized into six sections. The first section is an introduction that provides an overview of the project, describes its main areas of operation, and suggests future directions the project may take. The second section describes the type of training provided to the workers. A step-by-step guide for some sample tasks is included. In the fourth section, the relationship of the project and the public is discussed, with directions for public relations and a procedure for creating a sales brochure. Section 5 focuses on production and salaries, while recordkeeping is the subject of the final section. A list of suggested resource publications is included in the report. (KC)

ED 242 880 CE 038 624

Irrigation Principles and Practices. Appropriate Technologies for Development. Reprint R-5.

Development and Resources Corp.
Spons Agency—Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sep 82
Contract—PC-25-1703
Note—125p.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Agricultural Engineering, Agricultural Machinery, *Agricultural Production, *Agricultural Skills, Agronomy, Animals, Developing Nations, Field Crops, *Guidelines, *Hydraulics, Postsecondary Education, Program Development, Soil Science, Volunteers, Volunteer Training, *Water Resources

Identifiers—*Irrigation

This manual was prepared for use by Peace Corps trainees and volunteers as a resource in gaining understanding and knowledge of basic irrigation principles and practices. It is intended as a practical handbook that can be understood by a generalist, with subject areas limited to those observed as being of most frequent concern to volunteers in their project activities in irrigation in agricultural programs abroad. Many of the irrigation problems, exercises, and equipment descriptions have been developed from on-the-job experiences of volunteers. The manual is organized into five units that cover the following topics: irrigation principles, water measurement, irrigation water control, draining, and irrigation planning and special information related to irrigated crop production and relevant problems. Units consist of information in a step-by-step format, illustrated by line drawings. Appendixes to

the manual contain an explanation for irrigation implements and plans for animal-drawn implements useful in field preparation for irrigation. A reading list completes the document. (KC)

ED 242 881 CE 038 625

Remote Areas Development Manual. Appropriate Technologies for Development. Reprint No. R-36.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sep 81
Note—585p; Compiled by Community Development Counseling Services, Inc. Parts of this document may not reproduce well due to light type. Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF03/PC24 Plus Postage.

Descriptors—Agricultural Education, Agricultural Engineering, Agricultural Machinery, *Agricultural Production, *Agricultural Skills, Agricultural Supplies, Agriculture, Agronomy, Animal Husbandry, Community Development, Demonstration Programs, Developing Nations, Economically Disadvantaged, Economic Development, Educationally Disadvantaged, Equipment, Fertilizers, Field Crops, Grains (Food), Hand Tools, Harvesting, Herbicides, Horticulture, Land Use, Livestock, Pesticides, Plant Growth, Postsecondary Education, Practical Arts, *Program Development, *Program Implementation, *Rural Development, *Rural Extension, Soil Conservation, Soil Science, Vocational Education, Weeds

This manual, developed for use by Peace Corps volunteers, attempts to help development counselors to understand the needs of remote-area groups and to provide for those needs through effective self-help projects. The projects covered are those that can solve most effectively, on the village level, the most pressing problems. The manual is written in as nontechnical language as possible and provides background information and step-by-step directions for many projects, illustrated with line drawings. Topics covered by the manual are agronomy, horticulture, entomology, animal husbandry, veterinary medicine, agriculture, home industries, self-help engineering (making tools and equipment), and measurements and conversions. In addition, a background information section is provided for the counselor, dealing with cultural anthropology, sociology, education, and the effects of climate on plant and animal growth. (KC)

ED 242 882 CE 038 626

Orchard Management: Horticultural Practices for Peace Corps Volunteers. Appropriate Technologies for Development. Reprint R-31.

Development and Resources Corp.
Spons Agency—Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sep 82
Contract—PC-25-1703
Note—119p.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Agricultural Education, Agricultural Production, Agricultural Skills, Botany, Guidelines, *Horticulture, Learning Activities, Pests, Photosynthesis, *Plant Growth, Plant Identification, Plant Pathology, Plant Propagation, Postsecondary Education, Rural Development, Soil Science, *Vocational Education, Volunteers, *Volunteer Training

Identifiers—*Fruits, *Orchard Management

This manual is intended for use by Peace Corps volunteers as a resource for gaining an understanding and knowledge of basic horticultural principles and practices of orchard management. Addressed in the individual units of instructional text are orchard soils; botany of horticultural plants; insect and disease control in orchards; pome, stone, citrus, vine, and tropical fruits; and nuts. Appendixes to the manual contain a series of practical exercises dealing with photosynthesis, plant reproduction, and transpiration. (MN)

ED 242 883 CE 038 630

Leonard, David And Others
Agricultural Development Workers Training Manual. Volume I. Orientation for Trainers.

Nellum (A.L.) and Associates, Inc., Frogmore, SC.
Spons Agency—Peace Corps, Washington, DC.

Pub Date—Dec 82
Contract—PC-282-1004
Note—90p; For related documents, see CE 038 631-633.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Agricultural Education, Agricultural Skills, Classroom Techniques, Educational Planning, Evaluation Criteria, Glossaries, Guidelines, Instructional Design, Instructional Development, Job Training, Models, Postsecondary Education, Program Administration, Program Design, Program Development, Program Evaluation, Program Implementation, Rural Development, Staff Development, *Teaching Methods, *Training Methods, *Vocational Education, Volunteers, *Volunteer Training

This training manual, the first volume in a four-volume series of curriculum guides for use in training Peace Corps agricultural development workers, is an orientation for trainers. The first chapter covers the philosophy and approach of the agricultural development training series as well as preparation for training and staff development. Addressed in the chapter on training design are ideas on design; sample integrated week, day, and session plans; procedures for building a training schedule; model training designs; and adaptation of designs to various needs. Appendixes to the manual include a glossary, pretraining research information and research task lists, guidelines for setting up the administrative component of a training program, site selection criteria, team building activities, a session plan format, sample assessment criteria, and sample training evaluation instruments. (MN)

ED 242 884 CE 038 631

Menard, Peter And Others

Agricultural Development Workers Training Manual. Volume II. Extension Skills.

Nellum (A.L.) and Associates, Inc., Frogmore, SC. Spons Agency—Peace Corps, Washington, D.C.

Pub Date—Dec 82

Contract—PC-282-1004

Note—343p.; For related documents, see CE 038 630-633.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Agricultural Education, Agricultural Skills, Behavioral Objectives, Community Characteristics, Community Programs, Curriculum Guides, *Extension Agents, *Extension Education, Guidelines, Health Conditions, Health Services, Information Needs, Information Sources, Instructional Materials, Lesson Plans, Postsecondary Education, Program Development, Program Implementation, *Rural Development, *Vocational Education, Volunteers, *Volunteer Training

This training manual, the second volume in a four-volume series of curriculum guides for use in training Peace Corps agricultural development workers, deals with extension skills. The first chapter provides suggested guidelines for setting up and carrying out the extension skills component of the agricultural development worker training series. Included in the second chapter are lesson plans covering the following skill groups: community analysis, development, agricultural extension, health, community adaptation, community organization, and closure. The third chapter consists of a series of handouts and reprints that are designed to be duplicated and distributed to trainees. Appended to the manual are a list of sources and types of information needed by extension workers; a list of training supplies and resources to be procured; a sample test; and a bibliography of books, films, and games. (MN)

ED 242 885 CE 038 632

Leonard, David And Others

Agricultural Development Workers Training Manual. Volume III. Crops.

Nellum (A.L.) and Associates, Inc., Frogmore, SC. Spons Agency—Peace Corps, Washington, D.C.

Pub Date—Dec 82

Contract—PC-282-1004

Note—339p.; For related documents, see CE 038 630-633.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Agricultural Education, *Agricultural Production, Agricultural Skills, *Agronomy, Behavioral Objectives, Curriculum Guides, Fertilizers, Field Crops, Guidelines, Harvesting, *Horticulture, Instructional Materials, Lesson Plans, Measurement Techniques, Pests, Plant Pathology, Postsecondary Education, Rural Development, Soil Conservation, Soil Science, *Vocational Education, Volunteers, *Volunteer Training, Water Resources

Identifiers—Vegetables

This training manual, the third volume in a four-volume series of curriculum guides for use in training Peace Corps agricultural development workers, deals with crops. The first chapter provides suggested guidelines for setting up and carrying out the crops component of the agricultural development worker training series. Included in the second chapter are lesson plans covering the following skill areas: the agricultural environment, crop production management principles, units of measure, soil management and fertilizer use, water management, insect control, disease and nematode control, weed control, vegetable production, and traditional field crops. The third chapter consists of a series of technical resources covering basic vegetable production practices from garden planning through harvest. Provided in the appendix are skill goals and objectives, a supply and equipment list, sample planting instructions, a sample field notebook page, and an exam. (MN)

ED 242 886 CE 038 633

Bacon, Neil And Others

Agricultural Development Workers Training Manual. Volume IV. Livestock.

Nellum (A.L.) and Associates, Inc., Frogmore, SC. Spons Agency—Peace Corps, Washington, D.C.

Pub Date—Dec 82

Contract—PC-282-1004

Note—427p.; For related documents, see CE 038 630-632.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—*Agricultural Education, *Agricultural Production, Agricultural Skills, *Animal Husbandry, Animals, Behavioral Objectives, Curriculum Guides, Guidelines, Instructional Materials, Lesson Plans, *Livestock, Postsecondary Education, Rural Development, *Vocational Education, Volunteers, *Volunteer Training

This training manual, the last volume in a four-volume series for use in training Peace Corps workers, deals with livestock. The first chapter provides suggested guidelines for setting up and carrying out the livestock component of the agricultural development worker training course. Included in the second chapter are lesson plans covering the following skill areas: livestock development, swine, rabbits, poultry, and goats. The third chapter consists of over 120 technical information sheets that can be duplicated and distributed to students. Appended to the manual are a bibliography, a list of supplies, small animal production training goals, and sample examinations. (MN)

ED 242 887 CE 038 639

1983-1984 Official Wisconsin Junior Dairyman's Association Manual. Bulletin No. 4097.

Wisconsin Junior Dairyman's Association; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.

Pub Date—84

Note—135p.; Printed on colored paper.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agricultural Education, *Awards, *Competition, *Dairy Farmers, Group Activities, Incentives, Organizational Communication, Organizational Objectives, *Organizations (Groups), Planning, Postsecondary Education, *Program Development, Program Implementation, Scholarships, Secondary Education, State Programs, *Student Organizations, Vocational Education

Identifiers—*Wisconsin Junior Dairyman's Association

This manual contains information needed for conducting local chapters of the Wisconsin Junior Dairyman's Association program. Included in the manual is a summary of the year's program of work, lists of previous award winners, and rules for the many contests held annually by the association. Blank forms are provided for contest entry, association membership, dues and membership reports, awards applications, and other operations of the chapters. Program activities are suggested and information on the judging of cows and milk, cheese, herds, and other projects is provided. A teaching unit on the Wisconsin Junior Dairyman's Association is also included. (KC)

ED 242 888 CE 038 663

Emergency Medical Care. A Manual for the Paramedic in the Field.

National Highway Traffic Safety Administration

(DOT), Washington, D.C.
Report No.—DOT-HS-805-548
Pub Date—Jan 83

Note—425p.; For the related workbook, see CE 038 664.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Accidents, Allergy, *Anatomy, Asthma, Birth, Blood Circulation, Cardiovascular System, Definitions, Diabetes, *Emergency Medical Technicians, First Aid, *Guidelines, Heart Rate, Human Body, Injuries, *Job Skills, Job Training, Learning Modules, *Medical Services, Metabolism, Motor Reactions, Obstetrics, Patients, Pediatrics, Pharmacy, Physical Activity Level, *Physiology, Postsecondary Education, Rescue, Sensory Deprivation, Telecommunications, Toxicology

This document is a textbook of emergency medical procedures to be used for training emergency medical technicians. The book is organized into 15 modules, each containing 1 to 10 units. Each module contains information illustrated with line drawings, a glossary, and references. The modules cover the following topics: the role of the emergency medical technician, issues, and legal considerations; human systems and patient assessment; shock and fluid therapy; general pharmacology; the respiratory system; the cardiovascular system; the central nervous system; soft-tissue injuries; the musculoskeletal system; medical emergencies; obstetric and gynecologic emergencies; pediatrics; management of emotional crisis; extrication and rescue techniques; and telemetry and communications. A glossary for the whole volume, references, and a list of contributors complete the book. (KC)

ED 242 889 CE 038 664

Emergency Medical Care. A Manual for the Paramedic in the Field-Workbook.

National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No.—DOT-HS-900-067

Pub Date—Jan 83

Note—51p.; For the related textbook, see CE 038 663.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Classroom - Learner (051) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accidents, Allergy, *Anatomy, Asthma, Birth, Blood Circulation, Cardiovascular System, Case Studies, Definitions, Diabetes, *Emergency Medical Technicians, First Aid, *Guidelines, Heart Rate, Human Body, Injuries, *Job Skills, Job Training, Learning Modules, *Medical Services, Metabolism, Motor Reactions, Obstetrics, Patients, Pediatrics, Pharmacy, Physical Activity Level, *Physiology, Postsecondary Education, Rescue, Sensory Deprivation, Telecommunications, Test Items, Toxicology, Workbooks

This workbook is designed to accompany the text of the same name and to serve as an aid to both learning and review during the course of study. The workbook consists of 15 module self-tests and vocabulary lists that follow the modules of the text. Tests consist of objective questions (multiple choice, fill-in-the-blank, short answers, and matching), case histories, and essay questions. Line drawings are used to illustrate questions. Both the questions and the vocabulary lists are taken from the text and from no other sources. Topics covered in the modules are the following: the emergency medical technician-paramedic, human systems and patient assessment, shock and fluid therapy, general pharmacology, respiratory system, cardiovascular system, central nervous system, soft-tissue injuries, musculoskeletal system, medical emergencies, obstetric/gynecologic emergencies, pediatrics, management of emotional crises, extrication/rescue techniques, and telemetry and communications. (KC)

ED 242 890 CE 038 665

Ryerson, Dean L.

A Review of the Literature: The Transition of Youth from School to Work. Bulletin No. 4098.

Parker Pen Co.; Wisconsin State Dept. of Public Instruction, Madison.

Report No.—WSDPI-Bull-4098

Pub Date—Sep 83

Note—37p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Books, *Business Responsibility, Business Skills, Career Education, Demography, Educational Trends, *Education Work Relationship, Employment Potential, Futures (of Society), Job Skills, Labor Needs, Linking Agents, Literature Reviews, National Programs, Outcomes of Education, Program Effectiveness, *Research Reports, Resource Materials, *School Business Relationship, *School Role, Secondary Education, State Programs, Values, Vocational Education, Work Attitudes, *Youth Employment

Identifiers—Wisconsin

This review identifies and summarizes state and national research and literature dealing with the transition of secondary students from school to work. It is a digest of the printed information available through books, state reports, and national reports; ERIC searches in business, social studies, and education; and surveys and research from the National Center for Research in Vocational Education. The review is organized into five sections, a conclusion, and a bibliography. Section 1 is directed at issues relating to youth unemployment, attitudes, demographics, and values. Section 2 examines the present role of the schools in the transition of youth to the world of work. Related topics are vocational education, reactions to effectiveness of schools, role of schools, and specific programs relating to the topic. In section 3, a brief exploration is made of the needs of business and industry. Issues addressed are skill requirements, attitudinal requirements, business and industry expectations, and the change in skill requirements of business and industry in the United States. Section 4 relates to issues that concern the school of the future, and the last section discusses the partnerships and new relationships that are suggested by the literature. The bibliography contains more than 100 references used for the review. (KC)

ED 242 891

CE 038 667

Brennan, Mark. Brennan, Roslin E.

Literacy and Learning—The Human Factor. A Report to the Criminology Research Council of the Australian Institute of Criminology on the Literacy Needs and Abilities of Prison Inmates [and] Appendices.

Spons Agency—Australian Inst. of Criminology. Criminology Research Council.

Pub Date—Apr 84

Note—354p.

Pub Type—Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Literacy, *Correctional Education, Correctional Rehabilitation, Data Collection, Educational Benefits, *Educational Needs, Educational Objectives, Educational Strategies, Interviews, *Literacy Education, Literature, Needs Assessment, Position Papers, *Prisoners, Program Content, Program Effectiveness, Questionnaires, Relevance (Education), School Role, Student Attitudes, Student Educational Objectives, Surveys

Identifiers—*Australia

A study examined the literacy needs and activities of prison inmates in Australia. To gather data for the study, the researchers interviewed and administered questionnaires to 62 inmates from five Australian prisons. This report consists primarily of the comments and views of the individual prisoners who were clients, potential clients, and confirmed non-clients of educational classes in the five prisons included in the study. The focus of these data collection efforts was on the prisoners' appraisals of their own reading and writing abilities and the value they recognized in such activities, their opinions and suggestions on the ways in which reading and writing may play in individual cases of rehabilitation, and the most common requests made by inmates with reference to literacy education. The appendices contain materials that supplement the data. The first appendix consists of a summary of the content of the interview questions used in the study, a brief sketch of the study respondents, a description of the transcripts recording the project interviews and observations, and a discussion of the methods of data analysis used in the study. Included in the second appendix are the transcript and questionnaire references used in the compilation of the first four chap-

ters of the study report. The third appendix is a recommended reading list. Concluding the volume is a paper entitled "Literacy, Literature, and Prison" that deals with the place of literature in the process of becoming and remaining literate. (MN)

ED 242 892

CE 038 669

Stevenson, William W.

An Assessment of the Governance and Administration of Vocational-Technical Education in Utah. Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—82

Note—34p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Administration, Educational Assessment, *Educational Legislation, Educational Needs, Educational Planning, Evaluation Criteria, Postsecondary Education, Program Administration, Program Effectiveness, Program Evaluation, Questionnaires, School Districts, School Role, Secondary Education, State Action, State Departments of Education, *State Legislation, State Programs, State School District Relationship, State Surveys, *Statewide Planning, *Technical Education, Vocational Directors, *Vocational Education

Identifiers—Evaluation Research, *Utah

A study assessed the governance and administration of vocational and technical education in Utah. To gather data for the study, a team of four vocational educators experienced in vocational governance and administration spent one week in Utah. During that time, the members of the team attended a presentation of testimony on governance before a combined meeting of the joint legislative committee on vocational education and the Utah State Board for Vocational Education. In addition, they reviewed the administration of vocational education in the state through interviews with state and local vocational administrators and educators. Based on data obtained from these two sources, the research team identified three major concerns common to several groups and many individuals in Utah. These concerns centered on: elective versus appointive boards, a third board for vocational education, and placement as a program standard. In view of the on-going conflict between agency boards over who will control vocational education in Utah, the research team recommended that the Utah State Legislature and those responsible for the development of vocational education in the state establish a set of short- and long-term goals for vocational education and then form a governance committee incorporating as many as possible of the principles of effective governance. (MN)

ED 242 893

CE 038 670

Stevenson, William W.

Secondary Vocational Education in the Cincinnati Area. Cincinnati City School System. Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—82

Note—42p.; Research sponsored by the Cincinnati Resource Development Committee. For a related document, see CE 038 671.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Delivery Systems, Educational Cooperation, Educational Improvement, *Educational Needs, *Educational Practices, Educational Quality, Individual Needs, *Program Administration, *Program Effectiveness, Program Improvement, *School Business Relationship, School Districts, Secondary Education, Tables (Data), *Vocational Education

Identifiers—*Cincinnati Public Schools OH, Special Needs Students

A study examined secondary vocational education in the Cincinnati City School System. During the study, researchers analyzed data pertaining to the system's vocational programs, described the administration and delivery system for vocational education, and suggested actions that the Cincinnati Resource Development Committee should consider in its efforts to assist the schools. Based on interviews with 41 individuals (including school board members, vocational directors, vocational teachers, and local businessmen and employers), the researchers determined that the percentage of juniors and seniors in vocational education (65 percent) is high compared to that of other major cities. The percent of completers employed in the job for which they are trained is about equal to the average (58

percent). Vocational education in the Cincinnati School System is administered by a Director of Vocational and Continuing Education, with each school governed by a principal and overseen by an advisory committee. Those advisory committee members interviewed mentioned that it is difficult to find business people willing to devote time to serving on a committee. The interviewees listed working with special needs students as a major need and objective of the Cincinnati School System. After analyzing data collected from the interviews, the researchers advanced a series of recommendations concerning facilitation of the involvement of business and industry in vocational training in Cincinnati. (Nine tables of data are appended.) (MN)

ED 242 894

CE 038 671

Stevenson, William W.

Secondary Vocational Education in the Cincinnati Area. Great Oaks Joint Vocational School District.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—82

Note—46p.; Research conducted under contract with the Cincinnati Resource Development Committee. For a related document, see CE 038 670.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Delivery Systems, Educational Cooperation, Educational Demand, *Educational Needs, *Educational Practices, Educational Quality, Educational Supply, Enrollment, Job Training, Outcomes of Education, *Program Administration, *Program Effectiveness, *School Business Relationship, School Districts, Secondary Education, Tables (Data), *Vocational Education

Identifiers—*Great Oaks Joint Vocational School District OH, Special Needs Students

A study examined secondary vocational education in the Great Oaks Joint Vocational School District in the Cincinnati area. During the study, researchers analyzed data pertaining to the system's vocational program and interviewed 41 individuals involved in the delivery of vocational education in the school district. Based on an analysis of data obtained from both of these sources, the researchers described the enrollment patterns and course offerings, assessed the administration and delivery, and made recommendations concerning the involvement of business and industry in vocational training in the Great Oaks Joint Vocational School District. Data from the Ohio Division of Vocational Education revealed that 38 percent of juniors and seniors were enrolled in vocational education, with an average of 13 percent of these students classified as disadvantaged. Programs for disadvantaged and handicapped students appeared to receive special emphasis in the Great Oaks system. Advisory committees also played an important role in the quality control of the Great Oaks program. The advisory committees also provided the most common type of resource person involved in the school district. To facilitate the involvement of business and industry in the district's vocational program, the researchers suggested that both school and industry supervise closely the activities of and provide recognition and rewards for outstanding advisory committees, committee members, and teachers. (MN)

ED 242 895

CE 038 673

Gappa, Judith M.

Equity and Vocational Education: Guidelines for the 1980s.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—81

Contract—300-78-0032

Note—74p.; For related documents, see ED 215 156-173.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Access to Education, Age Discrimination, Change Strategies, Civil Rights Legislation, Cultural Pluralism, Curriculum Development, Disabilities, Disadvantaged, Educational Legislation, *Educational Opportunities, Educational Planning, Educational Policy, Employment Opportunities, *Equal Education, Equal Opportunities (Jobs), Federal Legislation, Financial Support, Limited English Speaking, Literature Reviews, Minority Groups, Policy Formation, Postsecondary Education, Public Policy,

Racial Discrimination, Research Needs, Secondary Education, Sex Discrimination, Sex Fairness, Staff Development, Synthesis, *Vocational Education

Identifiers—Education Amendments 1976, *Special Needs Students

A study examined 17 papers dealing with the issue of equity in vocational education. Synthesized during the study were ideas set forth in papers written by individuals involved in the academic community, vocational education, and special interest group advocacy. All the papers, to varying degrees, focus on the barriers posed by vocational delivery systems, financial constraints, employment discrimination, and economic problems to the following special needs groups: disadvantaged persons, disabled persons, limited-English proficient individuals, older adults, members of racial and ethnic minority groups, and men and women who experience sex discrimination. Based on the points raised in these papers, the researcher developed a series of recommendations pertaining to the implementation of Title II of the Education Amendments of 1976; improved communication; and shared responsibility, training of vocational educators and administrators, curricula and services, funding alternatives, and research priorities. (MN)

ED 242 896

CE 038 676

Goh, Sharon R. And Others

Target: Employment. A Resource Guide to Job-Seeking and Job-Retention Materials. Indiana Univ., Bloomington. Vocational Education Services.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Nov 83

Note—289p.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Annotated Bibliographies, Audiovisual Aids, Books, Career Change, *Career Development, *Career Education, Career Planning, Decision Making Skills, Employment Interviews, *Employment Potential, Instructional Materials, Interpersonal Relationship, Job Analysis, Job Application, *Job Search Methods, *Job Skills, Occupational Information, Portfolios (Background Materials), Postsecondary Education, *Resource Materials, Self Evaluation (Individuals), Work Attitudes

This handbook is designed as a resource guide to aid teachers and counselors to select quality materials to meet specific instructional needs in teaching employability skills. To help the user select appropriate materials, the handbook includes a chapter on each of the following five major components of employability skills: (1) decision making, (2) self-analysis, (3) occupational analysis, (4) the job-seeking process (including individual minichapters on resource networks, credential preparation, resume design, application forms and procedures, and interviewing procedures), and (5) job retention (including minichapters on interpersonal skills, work habits and attitudes, planning for the future, and job change). Each major and minichapter uses the same format with the following components: a brief discussion of the topic and an overview of evaluated instructional materials in the area; a list of instructional components on the topic, to be used as a guide for the instructor either in constructing his/her own materials or in choosing among already available materials; and an alphabetized list of materials either focusing entirely on this topic or containing a unit or significant discussion in the area. The materials listed by title in each chapter of the handbook are fully described in an annotated bibliography at the back of the book. (KC)

ED 242 897

CE 038 677

Gilli, Lynne M., Ed. Gilli, Angelo C., Ed.

National Association of Vocational Education Special Needs Personnel Region I Conference Proceedings (Hunt Valley, Maryland, October 27-28, 1983).

National Association of Vocational Education Special Needs Personnel.

Pub Date—Apr 84

Note—192p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Career Education, *Classroom Techniques, Computer Oriented Programs, Disabili-

ties, Disadvantaged Youth, *Education Work Relationship, Emotional Disturbances, Employment Potential, English (Second Language), *Exceptional Persons, Grantsmanship, Home Economics, Horticulture, Inservice Teacher Education, Instructional Materials, Job Development, Job Skills, *Mainstreaming, Material Development, Microcomputers, Models, Physical Disabilities, Private Schools, Secondary Education, *Teaching Methods, *Vocational Education

This document contains the texts of 22 papers presented at a conference on vocational education for special needs persons (including handicapped, disadvantaged, and limited English-speaking persons). Papers in the volume range from the theoretical to practical "how-to" suggestions. The following topics are covered in the conference papers: using computers to teach and evaluate handicapped students, prevocational skills for handicapped students, development of competency-based horticultural instructional materials for handicapped students, model alternative programs within vocational education for the emotionally disturbed, preparing handicapped persons for leaving school and joining the world of work, meeting their needs after they leave the school system, model teaching approaches, job training and development for special needs persons, methods of teaching the disadvantaged, work evaluation of special needs students, student reentry into public schools, meeting the vocational needs of handicapped students in a private school, mainstreaming in home economics classes, dropout prevention programs, adaptive reading strategies for the special needs students in vocational education, home-learning activities for junior-high school students, education for the special needs vocational teacher, and grantsmanship in vocational/special needs education. (KC)

ED 242 898

CE 038 678

Initiatives in Technical and Further Education.

Number 7.

National TAFE Clearinghouse, Adelaide (Australia).

Pub Date—Mar 84

Note—52p.; For related documents, see ED 195 702, ED 215 176, and ED 236 402.

Pub Type—Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Abstracts, *Adult Education, Annotated Bibliographies, Auto Mechanics, Career Counseling, Case Studies, *Curriculum Development, Diagnostic Tests, Educational Planning, Educational Research, Feasibility Studies, Instructional Materials, *Item Banks, Job Training, *Postsecondary Education, Prevocational Education, Program Evaluation, Questionnaires, *Research Projects, Secondary Education, Student Evaluation, Teacher Education, *Technical Education, Test Items, Trade and Industrial Education, Unemployment, Vocational Education, Youth Employment

Identifiers—Australia

This compilation of 137 document abstracts provides technical and further education (TAFE) teachers, counselors, researchers, and administrators with resumes of materials that have been accessed by the TAFE Clearinghouse. The following types of materials are included: research and technical reports, evaluation studies, curriculum materials, and bibliographies. Introductory materials include information on the TAFE Clearinghouse system, information on use of the system, and sample document submission and request forms. The document entries are arranged in ascending order according to a TAFE document (TD) accession number, with each abstract including the source, author(s), title, publisher, date of publication, pagination, access (type of copy available), price, descriptors, identifiers, and abstract. (Descriptors are those found in the "Thesaurus of ERIC Descriptors.") Following the document entries are subject and author indexes. (YLB)

ED 242 899

CE 038 682

Present Information with Filmstrips and Slides.

Second Edition. Module C-24 of Category C-Instructional Execution. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-138-8

Pub Date—84

Note—55p.; For related documents, see ED 220 674, ED 234 260-261, and ED 241 728.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Audiovisual Aids, *Classroom Techniques, Competence, Competency Based Education, *Filmstrips, Higher Education, Instructional Materials, Learning Activities, Learning Modules, *Media Selection, *Preservice Teacher Education, Secondary Education, *Slides, Teacher Education, Teaching Methods, Units of Study, Vocational Education

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teaching through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The module includes five learning experiences designed to help prospective teachers become competent in operating filmstrip and slide equipment and in using filmstrips and slides to present information in the classroom or laboratory. The module is also intended to help prospective teachers gain skill in determining when a filmstrip or a set of slides is the best audiovisual device to use for a particular lesson. Each learning experience consists of an enabling objective, several activities, and a feedback section. The final learning experience requires the student-teacher to present information with filmstrips and slides in an actual teaching situation. A teacher performance assessment form for the student's resource person to use in evaluating his/her performance completes the package. (KC)

ED 242 900

CE 038 684

Collins, Paul D.

The Emergence of the Technical Generalist.

Pub Date—83

Note—17p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Allied Health Occupations, Business Education, *Curriculum, Distributive Education, *Educational Change, Educational Innovation, Home Economics, *Individual Needs, Job Skills, Marketing, Office Occupations Education, Personality Traits, Skill Development, Student Needs, *Technical Occupations, Training, Transfer of Training, *Vocational Education

Identifiers—*Generalists

Social problems are manifested earlier at home and particularly on the job by alienated, depressed, estranged, dissatisfied, poorly motivated employees who steal or are frequently absent. Some say the education of the young must be specialized to ensure productivity, but emphasis on job requirements seems to be a backward view. Education should be redesigned to focus on the student's requirements, to prepare students for uncertainty, and to educate students not for others' needs, but for their own. Adaptability is the quality that will save the system that demanded specialization. The necessity of taking into account the whole person and educating that person as a whole is here. The needs of the system have undone that same system and have opened the way for the technical generalist who knows many interacting, reinforcing, technical skills and can apply them. A proposed two-year course of study for the education of a technical generalist could be adopted in home economics, business/office, marketing/distribution, and health areas. It is composed of 16 areas, each of which could be taught 6 hours per day, 5 days a week for 6 weeks. Overall evaluation by placement, self-employment, or recycling specialization and follow-up concludes the process. (YLB)

ED 242 901

CE 038 686

Architectural Drafting Curriculum Guide. Michigan Trade and Industrial Education.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—[84]

Note—389p.; For related documents, see CE 038 687-696.

Available from—Michigan Vocational Education

Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Architectural Drafting, *Building Plans, Competency Based Education, Curriculum Guides, *Employment Potential, Job Analysis, *Job Skills, Landscaping, *Occupational Information, Orthographic Projection, Secondary Education, Site Development, Student Evaluation, Task Analysis, *Trade and Industrial Education

This task-based curriculum guide is intended to help secondary teachers provide relevant training for an entry-level job in architectural drafting. Introductory materials include background information on trade and industrial education and program goals and safety information. Descriptions follow of the construction trades program, vocational cooperative education, work experience/unpaid work experience, work experience and career exploration programs, and vocational work study. This job information is then provided: job titles and a task inventory for architectural drafting. Tasks are grouped under these 18 duties: preparing to draw; drawing; developing geometric construction; pictorial drawing; orthographic projection; dimensioning; sectional views; auxiliary views; applying fastening techniques; identifying shop process; demonstrating job entry skills; planning and performing architectural, site preparation, landscape, electrical, structural, and heating, ventilating, and air conditioning activities; and using employability skills. Duty tabs comprise the largest portion of the curriculum guide. Each task in the listing is presented in a one-page format that provides this information: duty, task, achievement indicators, criteria, tools and equipment, and resources. Other components of the curriculum guide include a tool and equipment list, a student achievement record, a class achievement record, a glossary of vocational terms, and a resource list. (YLB)

ED 242 902 CE 038 687

Auto Mechanics Curriculum Guide. Michigan Trade and Industrial Education.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—[84]

Note—626p; For related documents, see CE 038 686-696.

Available from—Michigan Vocational Education Resources Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF03/PC26 Plus Postage.

Descriptors—*Auto Mechanics, Competency Based Education, Curriculum Guides, *Employment Potential, *Engines, Job Analysis, *Job Skills, Motor Vehicles, *Occupational Information, Secondary Education, Student Evaluation, Task Analysis, *Trade and Industrial Education

Identifiers—*Automotive Tune Up

This task-based curriculum guide is intended to help secondary teachers provide relevant training for an entry-level job in auto mechanics. Introductory materials include background information on trade and industrial education and program goals and safety information. Descriptions follow of the construction trades program, vocational cooperative education, work experience/unpaid work experience, work experience and career exploration programs, and vocational work study. This job information is then provided: job titles and a task inventory for auto mechanics. Tasks are grouped under 21 duties in the following categories: practicing automotive safety; practicing shop-related skills; using employability skills; practicing Michigan Auto Repair Act; and certification in engine tune-up, electrical systems, brakes, front end and steering systems, engine repair, manual transmission-front and rear axles, automatic transmissions, heating and air conditioning, and cooling systems. Duty tabs comprise the largest portion of the curriculum guide. Each task in the listing is presented in a one-page format that provides this information: duty, task, achievement indicators, criteria, tools and equipment, and resources. Other components of the curriculum guide include tool and equipment lists, a student achievement record, a class achievement record, and a glossary of vocational terms. (YLB)

ED 242 903

CE 038 688

Communication Electronics Curriculum Guide.

Michigan Trade and Industrial Education.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—[84]

Note—199p; For related documents, see CE 038 686-696.

Available from—Michigan Vocational Education Resources Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Communications, Competency Based Education, Curriculum Guides, Electronic Equipment, *Electronics, *Employment Potential, Job Analysis, *Job Skills, *Occupational Information, Secondary Education, Service Workers, Student Evaluation, Task Analysis, Television Radio Repairs, *Trade and Industrial Education

Identifiers—Electronics Assemblers

This task-based curriculum guide is intended to help secondary teachers provide relevant training for an entry-level job in communication electronics. Introductory materials include background information on trade and industrial education and program goals and safety information. Descriptions follow of the construction trades program, vocational cooperative education, work experience/unpaid work experience, work experience and career exploration programs, and vocational work study. This job information is then provided: job titles and a task inventory for communication electronics. Tasks are grouped under these five duties: maintaining communications devices, designing equipment and circuitry, servicing communications devices, television maintenance and servicing, and using employability skills. Duty tabs comprise the largest portion of the curriculum guide. Each task in the listing is presented in a one-page format that provides this information: duty, task, achievement indicators, criteria, tools and equipment, and resources. Other components of the curriculum guide include equipment list, a student achievement record, a class achievement record, a glossary of vocational terms, and a list of references. (YLB)

ED 242 904 CE 038 689

Machine Trades Curriculum Guide. Michigan Trade and Industrial Education.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—[84]

Note—371p; For related documents, see CE 038 686-696.

Available from—Michigan Vocational Education Resources Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Competency Based Education, Curriculum Guides, *Employment Potential, Job Analysis, *Job Skills, *Machine Tool Operators, *Machine Tools, Machinists, Manufacturing Industry, Metal Working, *Occupational Information, Secondary Education, Student Evaluation, Task Analysis, *Trade and Industrial Education

This task-based curriculum guide is intended to help secondary teachers provide relevant training for an entry-level job in machine trades. Introductory materials include background information on trade and industrial education and program goals and safety information. Descriptions follow of the construction trades program, vocational cooperative education, work experience/unpaid work experience, work experience and career exploration programs, and vocational work study. This job information is then provided: job titles and a task inventory for machine trades. Tasks are grouped under 20 duties in the following categories: performing shop practices; performing tool crib and measurement/layout/inspection operations; applying metallurgical processes; interpreting blueprints; performing bench work; operating power saws, drill presses, lathes, milling machines, shapers, and pedestal as well as surface, cylindrical, and tool/cutter grinding machines; operating numerical control and electrodischarge machines; maintaining machines; and using employability skills. Duty tabs comprise the largest portion of the curriculum guide. Each

task in the listing is presented in a one-page format that provides this information: duty, task, achievement indicators, criteria, tools and equipment, and resources. Other components of the curriculum guide include tool and equipment lists, a student achievement record, a class achievement record, a glossary of vocational terms, and resource and reference lists. (YLB)

ED 242 905 CE 038 690

Mechanical Drafting Curriculum Guide. Michigan Trade and Industrial Education.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—[84]

Note—316p; For related documents, see CE 038 686-696.

Available from—Michigan Vocational Education Resources Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Competency Based Education, Curriculum Guides, Drafting, *Employment Potential, *Engineering Drawing, Job Analysis, *Job Skills, *Occupational Information, Orthographic Projection, Secondary Education, Student Evaluation, Task Analysis, *Technical Illustration, *Trade and Industrial Education

This task-based curriculum guide is intended to help secondary teachers provide relevant training for an entry-level job in mechanical drafting. Introductory materials include background information on trade and industrial education and program goals and safety information. Descriptions follow of the construction trades program, vocational cooperative education, work experience/unpaid work experience, work experience and career exploration programs, and vocational work study. This job information is then provided: job titles and a task inventory for mechanical drafting. Tasks are grouped under these 20 duties: preparation, basic drawing, geometric construction, pictorial drawing, orthographic projection, dimensioning, sectional views, auxiliary views, thread and fastening techniques, shop processes, job entry skills, casting drawing, detailing drawing, assembly drawing, descriptive geometry skills, body drafting, cam and gear layout, technical illustrating, electronic drawing, and employability skills. Duty tabs comprise the largest portion of the curriculum guide. Each task in the listing is presented in a one-page format that provides this information: duty, task, achievement indicators, criteria, tools and equipment, and resources. Other components of the curriculum guide include a tool and equipment list, a student achievement record, a class achievement record, a glossary of vocational terms, and a resource list. (YLB)

ED 242 906 CE 038 691

Welding Curriculum Guide. Michigan Trade and Industrial Education.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—[84]

Note—171p; For related documents, see CE 038 686-696.

Available from—Michigan Vocational Education Resources Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Competency Based Education, Curriculum Guides, *Employment Potential, Job Analysis, *Job Skills, *Metal Working, *Occupational Information, Secondary Education, Student Evaluation, Task Analysis, *Trade and Industrial Education, *Welding

This task-based curriculum guide is intended to help secondary teachers provide relevant training for an entry-level job in welding. Introductory materials include background information on trade and industrial education and program goals and safety information. Descriptions follow of the construction trades program, vocational cooperative education, work experience/unpaid work experience, work experience and career exploration programs, and vocational work study. This job information is then provided: job titles and a task inventory for welding.

Tasks are grouped under these five duties: performing supporting activities, setting up welding or cutting equipment, performing cutting activities, performing welding activities, and using employability skills. Duty tabs comprise the largest portion of the curriculum guide. Each task in the listing is presented in a one-page format that provides this information: duty, task, achievement indicators, criteria, tools and equipment, and resources. Other components of the curriculum guide include a tool and equipment list, a student achievement record, a class achievement record, a glossary of vocational terms, and a listing of references and resources. (YLB)

ED 242 907 CE 038 692
Carpentry Curriculum Guide. Construction Trades. Michigan Trade and Industrial Education.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst. Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—[84]
Note—325p; For related documents, see CE 038 686-696.

Available from—Michigan Vocational Education Resources Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824.

Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01/PC13 Plus Postage.

Descriptors—*Building Trades, *Carpentry, Competency Based Education, Construction (Process), Curriculum Guides, *Employment Potential, Job Analysis, *Job Skills, *Occupational Information, Secondary Education, Student Evaluation, Task Analysis, *Trade and Industrial Education

This task-based curriculum guide is intended to help secondary teachers provide relevant training for an entry-level job in carpentry. Introductory materials include background information on trade and industrial education and program goals and safety information. Descriptions follow of the construction trades program, vocational cooperative education, work experience/unpaid work experience, work experience and career exploration programs, and vocational work study. This job information is then provided: job titles and a task inventory for carpentry. Tasks are grouped under these five duties: framing the structure, trimming the exteriors, trimming the interiors—basic skills, trimming the interiors, and using employability skills. Duty tabs comprise the largest portion of the curriculum guide. Each task in the listing is presented in a one-page format that provides this information: duty, task, achievement indicators, criteria, tools and equipment, and resources. Other components of the curriculum guide include a student achievement record, a class achievement record, and a glossary of vocational terms. (YLB)

ED 242 908 CE 038 693
Electricity Curriculum Guide. Construction Trades. Michigan Trade and Industrial Education.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst. Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—[84]
Note—214p; For related documents, see CE 038 686-696.

Available from—Michigan Vocational Education Resources Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824.

Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01/PC09 Plus Postage.

Descriptors—*Building Trades, Competency Based Education, Construction (Process), Curriculum Guides, Electrical Systems, Electric Circuits, *Electricians, Electricity, *Employment Potential, Job Analysis, *Job Skills, *Occupational Information, Secondary Education, Student Evaluation, Task Analysis, *Trade and Industrial Education

Identifiers—*Electrical Wiring
This task-based curriculum guide is intended to help secondary teachers provide relevant training for an entry-level job as an electrician. Introductory materials include background information on trade and industrial education and program goals and safety information. Descriptions follow of the construction trades program, vocational cooperative education, work experience/unpaid work experi-

ence, work experience and career exploration programs, and vocational work study. This job information is then provided: job titles and a task inventory for electricity (construction trades). Tasks are grouped under these nine duties: computing service loads; installing service entrance; installing switch boxes and outlet boxes; roughing in feeders, branch circuit cables, and circuits; trimming out electrical devices and appliances; installing lighting fixture; installing electrical environmental control components; maintaining existing wiring; and using employability skills. Duty tabs comprise the largest portion of the curriculum guide. Each task in the listing is presented in a one-page format that provides this information: duty, task, achievement indicators, criteria, tools and equipment, and resources. Other components of the curriculum guide include a student achievement record, a class achievement record, and a glossary of vocational terms. (YLB)

ED 242 909 CE 038 694
Masonry Curriculum Guide. Construction Trades. Michigan Trade and Industrial Education.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst. Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—[84]
Note—203p; For related documents, see CE 038 686-696.

Available from—Michigan Vocational Education Resources Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824.

Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01/PC09 Plus Postage.

Descriptors—*Building Trades, Competency Based Education, Construction (Process), Curriculum Guides, *Employment Potential, Job Analysis, *Job Skills, *Masonry, *Occupational Information, Secondary Education, Student Evaluation, Task Analysis, *Trade and Industrial Education

This task-based curriculum guide is intended to help secondary teachers provide relevant training for an entry-level job in masonry. Introductory materials include background information on trade and industrial education and program goals and safety information. Descriptions follow of the construction trades program, vocational cooperative education, work experience/unpaid work experience, work experience and career exploration programs, and vocational work study. This job information is then provided: job titles and a task inventory for masonry. Tasks are grouped under these seven duties: constructing foundations, working with flat concrete, helping mason, constructing brick buildings, constructing concrete block buildings, constructing residential chimneys and fireplaces, and using employability skills. Duty tabs comprise the largest portion of the curriculum guide. Each task in the listing is presented in a one-page format that provides this information: duty, task, achievement indicators, criteria, tools and equipment, and resources. Other components of the curriculum guide include a student achievement record, a class achievement record, and a glossary of vocational terms. (YLB)

ED 242 910 CE 038 695
Plumbing Curriculum Guide. Construction Trades. Michigan Trade and Industrial Education.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst. Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—[84]
Note—163p; For related documents, see CE 038 686-696.

Available from—Michigan Vocational Education Resources Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824.

Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01/PC07 Plus Postage.

Descriptors—*Building Trades, Competency Based Education, Construction (Process), Curriculum Guides, *Employment Potential, Job Analysis, *Job Skills, *Occupational Information, *Plumbing, Secondary Education, Student Evaluation, Task Analysis, *Trade and Industrial Education

This task-based curriculum guide is intended to help secondary teachers provide relevant training for an entry-level job in plumbing. Introductory materials include background information on trade and industrial education and program goals and safety information. Descriptions follow of the construction trades program, vocational cooperative education,

work experience/unpaid work experience, work experience and career exploration programs, and vocational work study. This job information is then provided: job titles and a task inventory for plumbing. Tasks are grouped under these eight duties: performing general plumbing activities, joining pipes, installing waste lines, building drains, installing water lines, setting fixtures, performing special features, and using employability skills. Duty tabs comprise the largest portion of the curriculum guide. Each task in the listing is presented in a one-page format that provides this information: duty, task, achievement indicators, criteria, tools and equipment, and resources. Other components of the curriculum guide include a student achievement record, a class achievement record, and a glossary of vocational terms. (YLB)

ED 242 911 CE 038 696
Construction Trades Related Areas Curriculum Guide. Michigan Trade and Industrial Education.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst. Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—[84]
Note—179p; For related documents, see CE 038 686-695.

Available from—Michigan Vocational Education Resources Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824.

Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01/PC08 Plus Postage.

Descriptors—Air Conditioning, *Building Trades, Competency Based Education, *Construction (Process), Curriculum Guides, Electric Circuits, Electricians, *Employment Potential, Flooring, Heating, Job Analysis, *Job Skills, *Occupational Information, Secondary Education, Student Evaluation, Task Analysis, *Trade and Industrial Education

This task-based curriculum guide is intended to help secondary teachers provide relevant training for an entry-level job in related building trades procedures. Introductory materials include background information on trade and industrial education and program goals and safety information. Descriptions follow of the construction trades program, vocational cooperative education, work experience/unpaid work experience, work experience and career exploration programs, and vocational work study. This job information is then provided: job titles and a task inventory for related building trades procedures. Tasks are grouped under these 13 duties: planning; preparing the site; installing insulation; installing drywall; installing floor covering; installing heating/cooling systems; roughing in heating/cooling systems; installing and servicing electrical circuits, components, and motors; servicing controls; servicing air conditioning/heating systems; landscaping; operating business; and using employability skills. Duty tabs comprise the largest portion of the curriculum guide. Each task in the listing is presented in a one-page format that provides this information: duty, task, achievement indicators, criteria, tools and equipment, and resources. Other components of the curriculum guide include a student achievement record, a class achievement record, and a glossary of vocational terms. (YLB)

ED 242 912 CE 038 697
Walker, Thomas J. Allen, Edward K.

Vocational Administrator Preparation: Meeting the Challenge of Economic Renewal.

Pub Date—Dec 83
Note—31p; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 1983).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Administrator Education, Administrators, *Certification, *Competency Based Education, Educational Administration, Higher Education, *Internship Programs, Program Descriptions, Supervisors, *Vocational Directors, Vocational Education

Identifiers—*Curriculum Specialists, Indiana University of Pennsylvania, Open Entry Open Exit, *Vocational Leadership Development Program
The Vocational Leadership Development Program at Indiana University of Pennsylvania prepares individuals for leadership roles in curriculum, supervision, and vocational management. It is based on a series of 136 competencies ranging in category

ries from management of curriculum to management of personnel to management of business and finance. Students/interns enrolled in the program must develop prescribed skills to a predetermined level of application—guided application, independent application, or mastery. The program follows the career ladder approach and together with the open-entry, open-exit concept permits considerable flexibility to interns in selecting career options. An important, integral link in the training process is the local in-house helper, usually the director or supervisor of vocational education, who provides access to authentic experiences. Interns are able to undertake projects for the director or supervisor and, thereby, satisfy skills in the leadership program. The local educational agency benefits, since the intern incorporates state-of-the-art theory and practical application skills in addressing project objectives. The university benefits from the opportunity for interns to apply administrative skills in a real school environment. (Appendixes include a description of the program, a competency list, a sample competency assessment form, and competency development plan.) (YLB)

ED 242 913 CE 038 698

Copa, George H.
Vocational Education and Youth Employment.
Information Series No. 274.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—84
Contract—300-83-0016

Note—88p. For related documents, see ED 241 746-750, ED 241 758, and CE 038 824.
Available from—National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN 274-37.25).

Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Educational Policy, *Employment Problems, *Federal Government, Postsecondary Education, School Role, Secondary Education, *Unemployment, *Vocational Education, *Youth Employment, Youth Problems

This policy analysis paper describes the alternative actions available at the federal policymaking level to enhance youth employment using one institutional mechanism: vocational education. The first section on source and background of the youth employment problem provides a context within which to view the policy problem being addressed. The second section focuses on what is known about the consequences of youth employment problems, specifically the private and social costs. Next, the policy analysis addresses possible causes of the above consequences as a target for action by vocational education. The fourth section moves from problem diagnosis to prescriptions and discusses what services would comprise a comprehensive policy to address youth employment. Services are linked to causes, and specific roles for vocational education are suggested. The lessons of past experience with vocational education and other employment- and training-related policies are analyzed to assess the likely effectiveness of various services. Next, current youth employment policy is briefly summarized to examine which services are being provided and what limitations in quantity and quality to service might exist. The last section addresses policy alternatives specifically with recommendations to federal policymakers for enhancing the role of vocational education in improving youth employment. (YLB)

ED 242 914 CE 038 701

Borus, Michael E., Ed.
Youth and the Labor Market. Analysis of the National Longitudinal Survey.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Report No.—ISBN-0-88099-016-3
Pub Date—84
Note—303p.
Available from—W.E. Upjohn Institute for Employment Research, 300 South Westledge Avenue, Kalamazoo, MI 49007 (Hardcover ISBN-0-88099-015-5-\$20.95; paperback-\$13.95; quantity discounts available.)
Pub Type—Collected Works - General (020) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Black Employment, Black Youth, Delinquency, Dropouts, Educational Attainment, Educational Benefits, *Education Work Relationship, *Employment Patterns, High School Students, *Individual Characteristics, *Labor Market, Longitudinal Studies, National Surveys, *Outcomes of Education, Private Schools, Public Policy, Public Schools, Quality of Life, Racial Differences, Reentry Students, School Choice, Secondary Education, Time Management, Unemployment, Vocational Education, *Youth Employment, Youth Problems
Identifiers—*National Longitudinal Survey Youth Labor Market

This collection consists of analyses based on data from the 1979, 1980, and 1981 National Longitudinal Surveys of Youth Labor Market Experience. In a paper entitled "A Description of Employed and Unemployed Youth in 1981," Michael E. Borus describes employed, unemployed, and discouraged workers between the ages of 16 and 21. Next, Tom K. Pollard examines changes in employment means and distributions in his article "Changes Over the 1970s in the Employment Patterns of Black and White Young Men." Discussed in an article by Michael E. Borus and Susan A. Carpenter entitled "Choices in Education" are the issues of dropouts, dropouts returning to school, and students going directly to college. William R. Morgan examines sector differences in quantity versus quality of schooling in his article entitled "Quantity of Learning and Quality of Life for Public and Private High School Youth." The next article, "The Economic Value of Academic and Vocational Training Acquired in High School" by Russell W. Rumberger and Thomas N. Daymont, compares the two types of training and examines their effects on labor market outcomes. Concluding the collection are an article by Ronald D'Amico entitled "The Time-Use Behavior of Young Adults" and an article by Joan E. Crowley entitled "Delinquency and Employment." (MN)

ED 242 915 CE 038 702

Fletcher, Janice Parks, A. Lee
Teaching Students with Special Needs in Secondary and Vocational Programs: Classroom, Building, Equipment and Instructional Modifications and Adaptations. Working Paper Series.
Idaho Univ., Moscow. Coll. of Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—[83]
Note—96p.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Accessibility (for Disabled), Check Lists, Classroom Design, Curriculum Development, *Disabilities, Emotional Disturbances, Hearing Impairments, Inservice Teacher Education, Instructional Materials, Learning Activities, Learning Disabilities, *Mainstreaming, Mental Retardation, Physical Disabilities, Secondary Education, *Special Education, Special Education Teachers, Structural Elements (Construction), Teacher Responsibility, *Teacher Workshops, Transparencies, Visual Impairments, *Vocational Education, Vocational Education Teachers
This manuscript, provided in a format that lends itself to workshop presentation, contains materials for vocational and secondary educators on curriculum and classroom modifications for handicapped learners. Content is divided into seven areas. The first section discusses overall curricular modification and adaptation for handicapped students. In the next six sections, curriculum modification and adaptation in the areas of hearing impairment, vision impairment, physical impairment, emotional impairment, mental impairment, and learning disabilities are addressed. Each of the seven sections is composed of suggestions for curricular adaptation and modification, a checklist of responsibilities of the vocational educator, a checklist of responsibilities of the special educator, practice exercises, and cartoons and narratives for making overhead transparencies. A suggested workshop agenda is appended. (YLB)

ED 242 916 CE 038 703

Goodnow, Wilma Elizabeth
The Cycle of Research: A Call for Truce.
Pub Date—[30 Nov 83]
Note—7p. Paper presented at the National Adult Education Conference (Philadelphia, PA, November 30, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Educational Practices, *Educational Research, Models, Position Papers, Research Design, *Research Methodology, *Research Needs, Research Projects, Research Tools, Research Utilization
Identifiers—*Qualitative Research, *Quantitative Research

In order for researchers to develop principles for successful adult education, they must use both quantitative and qualitative research methods. The first step in developing principles for adult education is to describe education and practices through descriptive research that objectively quantifies and classifies aspects of practice. Through an inductive thought process, outcomes are measured, concepts are defined, and typologies are developed. In theory building, the outcomes and classifications that were defined in descriptive research must be subjectively related. Next, in order to screen out incorrect theories before they are developed into principles for successful adult educational practice, researchers must test their theories through experimental research. Using a deductive thought process, researchers must then codify their theories into principles for successful practice. These four stages of research come to form a cycle when experimental research disproves the practicality of a theory. Thus, both quantitative and qualitative methods of research are necessary for the development of successful adult educational practices; quantitative methods are necessary to test theories for accuracy, and qualitative methods are necessary to interpret the results of quantitative studies so that they may be applied by practitioners. (MN)

ED 242 917 CE 038 704

Kittrell, David L., Comp. Lee, Jasper S., Comp.
Summary of Research in Extension. (A Compilation of Abstracts for 1980-1983).
Mississippi State Univ., Mississippi State. Dept. of Agricultural and Extension Education.
Pub Date—Feb 84
Note—195p.
Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Abstracts, *Adult Education, *Agricultural Education, Community Resources, Educational Assessment, *Educational Needs, Educational Objectives, *Educational Practices, *Educational Research, *Extension Education, Home Economics, International Education, Needs Assessment, Postsecondary Education, Program Effectiveness, Research Projects, Staff Development, Vocational Education, Volunteers, Youth Programs
Identifiers—4 H Clubs

This summary describes 162 research projects dealing with extension education that were conducted between 1980 and 1983. The abstracts are organized into nine broad categories: administration, agriculture, accountability and evaluation, community resource development, 4-H and youth, home economics, international education, personnel and staff development, and volunteerism. Within each of these categories, abstracts are organized by the state in which the research was conducted. Each abstract contains the following: bibliographic information, a statement of purpose, a description of the methodology utilized in the project, a summary of findings, and the name and address of contact person(s) available to provide additional information on the project. (MN)

ED 242 918 CE 038 706

Overnight Hearing on Adult Illiteracy. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—2 Dec 82
Note—38p. Document contains small type.
Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Literacy, Adults, *Educational Needs, Educational Policy, Hearings, Hispanic Americans, *Illiteracy, Individual Characteristics, *Public Policy, School Business Relationship

Identifiers—Community Based Education, Congress 97th, Private Sector.

This Congressional hearing deals with the views of the private sector concerning adult illiteracy. Included among those organizations and firms represented at the hearing were the following: the Free Library of Philadelphia, B. Dalton Bookseller, the Hispanic Higher Education Coalition, Polaroid Company, Laubach Literacy Action, and the Association for Community-Based Education. (MN)

ED 242 919 CE 038 708

Culbert, Daniel Freas
Factors Contributing to Nonrenewal of 4-H Club Members in Southeastern Florida.

Pub Date—83

Note—190p; Master's thesis, University of Florida.

Pub Type—Reports - Research (143) - Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Agricultural Education, Dropout Attitudes, *Dropout Characteristics, Dropout Research, Dropouts, Enrollment, Family Problems, Financial Problems, Influences, Questionnaires, *School Holding Power, *Student Organizations, *Student Participation, *Vocational Education Identifiers—*4 H Clubs, Florida (Southeast), Regional Surveys

A study examined the factors contributing to the nonrenewal of 4-H Club members in Southeastern Florida. During the study, questionnaires were mailed to 364 4-H Club dropouts who were randomly selected from the total dropout population of 545 youth in Dade, Broward, and Palm Beach counties. Based on data from the 139 usable instruments, the researcher concluded that the decision of most of the respondents to leave 4-H was a multifaceted one. The most frequently given reasons for leaving 4-H were that the leader quit, the club disbanded, or the student had too much else to do. Older respondents were more likely to dislike project books and 4-H meetings, viewed 4-H activities as repetitious and not fun, had jobs, and had too much else to do. Nonwhite respondents were more likely to have problems with transportation and paying for projects, were unaware of 4-H opportunities, had jobs, and felt that they did not receive responsibility. Employed respondents were more likely to dislike competition, rules, and the 4-H leader; they could not express themselves, meet the other sex, or do what they wanted. (Appendix to this report include a copy of the survey instrument and various breakdowns and summaries of the survey data.) (MN)

ED 242 920 CE 038 709

Zweig, Peter R. And Others
Improved Food Drying and Storage Training Manual.

CHP International, Inc., Oak Park, IL.

Spons Agency—Peace Corps, Washington, DC. Office of Program Development.

Pub Date—May 83

Contract—PC-382-1013

Note—224p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adult Learning, *Agricultural Education, Agricultural Skills, Behavioral Objectives, Classroom Techniques, Educational Needs, Educational Strategies, Equipment Utilization, Extension Agents, Extension Education, *Food, Guidelines, Instructional Materials, Learning Activities, Lesson Plans, Needs Assessment, Non-formal Education, Postsecondary Education, Program Development, *Rural Development, *Vocational Education, Volunteers, *Volunteer Training

Identifiers—*Food Drying, *Food Storage

This manual is intended to serve as a guide for those who are helping future Peace Corps volunteers to acquire basic food drying and storage skills. Included in the guide are lesson outlines and handouts for use in each of the 30 sessions of the course. Representative topics discussed in the individual sessions are scheduling, solar dryers, community assessment, food dryers and storage considerations, smoke tests, adult learning, natural cooling and rainy season drying, facilitation skills, nonformal education presentations, local development projects, independent study, pest control, and program evaluation. Each session outline includes a time estimate, objectives, a list of materials needed, handouts, trainer notes, and procedures for use in meeting the objectives of the course. Also included in the manual is a trainer's guide consisting of sam-

ple participants' notebooks, proposed 1- and 2-week schedules, a training program description, a list of recommended texts, a preprogram checklist, a materials and tools shopping list, and a sample certificate of completion. (MN)

ED 242 921 CE 038 710

Gentry, Curtis And Others
A Manual for Trainers of Small Scale Beekeeping Development Workers.

CHP International, Inc., Oak Park, IL.

Spons Agency—Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Jun 83

Contract—PC-282-1011

Note—389p; For a related document, see ED 241 775.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Adult Learning, *Agricultural Education, *Agricultural Production, Agricultural Skills, Animal Husbandry, Behavioral Objectives, Classroom Techniques, Educational Strategies, Extension Agents, Extension Education, Guidelines, Instructional Materials, Learning Activities, Lesson Plans, Nonformal Education, Postsecondary Education, *Rural Development, *Vocational Education, Volunteers, *Volunteer Training Identifiers—*Beekeeping, *Bees

This manual is intended to serve as a guide for those who are helping future Peace Corps Volunteers to acquire basic beekeeping skills. Included in the guide are lesson outlines and handouts for use in each of the 52 sessions of the course. Representative topics discussed in the individual sessions are family live-in, training site investigation, adult learning, assessment and selection, program evaluation, bee management techniques, training needs, and honey and beeswax products. Each lesson outline contains some or all of the following: a breakdown of the time to be spent on the session, an overview of the session, objectives, printed materials needed for the session or for background information, handouts, a list of necessary supplies and tools, and an outline of procedures to follow in order to meet the objectives of the session. (Appendixes to the guide include training objectives; guidelines for pretraining preparation, program management and administration, and alternate program design; a follow-up questionnaire; and a bibliography. (MN)

ED 242 922 CE 038 715

Burnside, Billy L. And Others
Training Feedback Handbook. Research Product 83-7.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Pub Date—Jan 83

Note—88p; Prepared at the ARI Field Unit at Fort Knox, Kentucky.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classroom Observation Techniques, Data Analysis, Databases, *Data Collection, Decision Making, *Educational Assessment, Educational Quality, Evaluation Criteria, Evaluation Methods, *Feedback, Followup Studies, Guidelines, Information Dissemination, Interviews, *Military Personnel, *Military Training, Postsecondary Education, Questionnaires, Records (Forms), Research Design, *Research Methodology, Surveys, Trainers

This handbook is designed to assist training developers and evaluators in structuring their collection of feedback data. Addressed first are various methods for collecting feedback data, including informal feedback, existing unit performance records, questionnaires, structured interviews, systematic observation, and testing. The next chapter, a discussion of integration of methods, deals with criteria for method selection, sampling techniques, and the structure of feedback collection. Covered next are the following aspects of managing feedback: automation of data management, organization of data, integration of data, data analysis and decision making, reporting of data, and follow-up. Appendixes to the guide include sample questionnaires, interview forms, observation forms, and a list of references. (MN)

ED 242 923 CE 038 721

Brown, William R. And Others
An Evaluation of Minority and Female Performance in Army Rotary Wing Aviation Training. Volume II: Evaluation Report. Research Report

1319.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Report No.—ARI-RR-1319

Pub Date—May 80

Note—165p; Volume I, the Executive Summary, is not available from ERIC.

Pub Type—Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Academic Achievement, American Indians, Asian Americans, Blacks, Females, *Flight Training, Grades (Scholastic), Hispanic Americans, Military Personnel, Military Service, *Military Training, *Minority Groups, *Outcomes of Education, Postsecondary Education, *Program Effectiveness, Program Improvement, Student Attrition

Identifiers—Army

An evaluation was conducted of minority (Black, Hispanic, Asian, American Indian) and female performance in the Army's Initial Entry Rotary Wing flight training program. Each minority group was compared to a matched sample of majority students. The groups were matched on several test scores, education level, age, rank, and source of entry. The performance of the two groups (each minority and its matched control group) was compared on the following criteria: (1) warrant officer candidate military development course (WOCMDC) grades, (2) academic grades by phase of training, (3) flight performance grades by phase of training, (4) overall grade, (5) attrition during the warrant officer development course, and (6) attrition during the flight portion of training. No significant differences were found in performance grades during WOCMDC. The only group found to have a significant difference in academic grade was the Black group during the primary stage of training; the academic grade average for Blacks was significantly lower. There were no significant differences in flight performance grades or in overall program grade. The Hispanic group was the only group to show significantly more recycles (i.e., repetition of a stage of training) than their matched majority group. During flight training, only Blacks and Hispanics had significantly more recycles than did their matched majority groups. The results of this study will be used by the Army Aviation Center to ensure that the flight training program maximizes the training for all students. (Author/KC)

ED 242 924 CE 038 730

Witmer, Bob G. Kirstiansen, Donald M.
The Development and Field Trial of a System for Evaluating the Effectiveness and Efficiency of a Training Program. Research Report 1336.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Report No.—ARI-RR-1336

Pub Date—Mar 82

Note—82p; Prepared at the ARI Field Unit at Fort Knox, Kentucky.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Evaluation Criteria, *Evaluation Methods, Evaluation Utilization, Field Tests, *Material Development, Measurement, *Military Training, Observation, Postsecondary Education, Program Effectiveness, *Program Evaluation, *Student Evaluation, Summative Evaluation, Systems Development, Test Construction, Validity

Identifiers—Army

A system designed to assist training managers or evaluators in increasing the effectiveness of military training programs has been developed, tested, and refined. The Training Program Evaluation (TPE) system offers advantages over traditional approaches of assessing program effectiveness. TPE involves the direct observation of training and testing and does not rely on second-hand accounts of training given by trainers or trainees. Neither does TPE require the construction and administration of specially designed tests to evaluate soldier performance, but uses instead the tests routinely given after each block of instruction. During its development, TPE was frequently field tested to determine its utility to the Army. The major test of TPE came during the M1 tank Operational Testing Cycle III (OT-III), where TPE was used to evaluate the effectiveness of the M1 transition training program and to suggest program improvements. The utility of TPE was demonstrated during the M1 OT-III, where several agencies used TPE to gather training effectiveness information that was used to improve the training program. Lessons learned during the

field testing of TPE have been incorporated into the TPE system, resulting in a useful product. (Author/KC)

ED 242 925 CE 038 733

Witmer, Bob G. Burnside, Billy L.
Feedback Needs of Training Developers and Evaluators. Research Report 1351.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Report No.—ARI-RR-1351
Pub Date—Aug 82

Note—66p.; Prepared at the ARI Field Unit at Fort Knox, Kentucky.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Evaluation Needs, *Feedback, *Information Needs, Military Service, *Military Training, Postsecondary Education, Program Effectiveness, Program Evaluation, *Trainers, *Training

Identifiers—Army

A study was conducted to examine the needs of military training developers for feedback from the field on the quality of their products and ways that these needs can best be served. Thirty division and branch chiefs from the Directorate of Training Developments (DTD) at a large center/school were interviewed concerning their feedback needs, using an interview form specially developed for the purpose. Interviewees were queried about the types of feedback currently available to them, where they get it, how they use it, and where they send it. Interviewees were then asked to state any needs that they might have for additional feedback. The study found that the present feedback system is not providing all the feedback that training developers need for improving training programs and materials. The study recommended that to increase the quantity and quality of feedback available to training developers, the coordination between the DTD and trainers should be increased; management personnel should increase the number of contacts with the field; more emphasis should be placed on hands-on testing and other objective data collection methods; and computer-based data analysis and management techniques for handling feedback should be developed. The study may interest training developers and evaluators who wish to improve the quality of the feedback that they obtain. (Author/KC)

ED 242 926 CE 038 747

Cleaver, Thomas G. O'Connor, Carol A.
Prediction of Success at Typing. Technical Report 539.

Louisville Univ., Ky.
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Report No.—ARI-TR-539

Pub Date—Sep 80

Contract—MDA-903-79-C-0423

Note—67p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Aptitude Tests, Measurement Techniques, *Military Personnel, *Military Training, *Office Occupations Education, Postsecondary Education, Predictive Measurement, *Predictor Variables, Psychomotor Skills, Reaction Time, Records (Forms), Tables (Data), *Typewriting

Identifiers—Army

A study evaluated the validity of the use of digital dexterity and reaction time as variables to predict students' gross typing speed. To gather data for the study, researchers tested approximately 120 students from three typing classes at Jefferson Community College in Louisiana and one typing class at the University of Louisville (Kentucky). In the first test, researchers used an electronic stopwatch, hand-held counter, and a digital computer to measure the digital dexterity of students entering the classes. The second test involved the use of a digital computer to measure the students' reaction time, ability to use their fingers independently, and speed at typing three random characters. Based on the results of the first test, it was concluded that little correlation exists between gross typing speed and digital dexterity. After correlating the results of the second test with students' gross typing speeds after the completion of a one-semester course, the researchers determined that reaction time and the ability to use fingers independently had moderate correlation coefficients with gross typing speed. The ability to type three random characters was, however, well correlated with typing speed. (MN)

ED 242 927

Harman, Joan

Training for Skill Qualification Testing. Technical Report 549.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Report No.—ARI-TR-549

Pub Date—Nov 81

Note—33p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, *Diagnostic Tests, Educational Needs, Measurement Techniques, *Military Personnel, *Military Training, Needs Assessment, Postsecondary Education, *Pretesting, Program Effectiveness, *Student Evaluation, *Testing Programs, Test Validity, Trainees

Identifiers—Army, *Skill Qualification Test

A study evaluated the effectiveness of pretesting infantry soldiers scheduled to take written Skill Qualification Tests (SQT) in order to determine their training needs prior to official testing. During the study, researchers developed and field-tested a pretest for the SQT that was based on the 11B1 Infantryman Soldier's Manual and the 1980 SQT Notice. They administered the validated pretest to enlisted personnel stationed at Fort Bragg and Fort Meyer. Upon completion of the project, participants received immediate feedback about their pretest performance and their units received summaries of troops' results. The pretested soldiers performed better on the written SQT than did the soldiers who were not pretested. Based on these results, it was concluded that developing and administering pretests as training for written SQTs could save training time devoted to tasks soldiers already know, could supplant post-SQT remedial training, and could reduce soldiers' test anxiety. (MN)

ED 242 928

Burke, William P.

An Experimental Evaluation of Stress-Management Training for the Airborne Soldier. Technical Report 550.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Report No.—ARI-TR-550

Pub Date—Jun 80

Note—44p.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), Anxiety, *Coping, Health Education, *Military Personnel, *Military Training, Postsecondary Education, Program Effectiveness, Program Evaluation, *Relaxation Training, *Stress Management, Stress Variables

Identifiers—*Airborne Soldiers, Army, Evaluation Research

A project was conducted to evaluate the effectiveness of the stress-management training given to students in the jumpmaster training course at Fort Benning, Georgia. The course, which trains airborne personnel to conduct landings of men and equipment, features relatively stressful training programs during which instructors grade the performance of students' activity as jumpmasters for actual air drops. To gather data for the study, researchers divided one class of 31 jumpmaster students into pairs matched by rank. Members of each pair were then randomly assigned to either the experimental or control group. Besides receiving the same regular training that the control group received, the experimental group was taught a method of respiration control to be used immediately before and during training jumps. The groups were then compared on the basis of heart rate during 2-day and 2-night training jumps, a self-reported measure of perceived stress during the jumps, and grades received for performance as jumpmasters during 1-day and 1-night jumps. Members of the experimental group had significantly lower heart rates during the 2-night jumps of the course, jumps that, because of limited visibility, are somewhat more dangerous and more stressful than daylight jumps. (MN)

ED 242 929

Eaton, Newell K. And Others

Validity of the Military Applicant Profile (MAP) for Predicting Early Attrition in Different Educational, Age, and Racial Groups. Technical Report 567.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

CE 038 748

Report No.—ARI-TR-567

Pub Date—Dec 82

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Blacks, *Dropout Prevention, Dropout Rate, Dropout Research, Educational Background, Enlisted Personnel, Evaluation Criteria, *Evaluation Methods, *Males, Military Personnel, *Military Service, Military Training, Participant Characteristics, Personnel Evaluation, Reliability, *Screening Tests, Validity, Whites, Young Adults

Identifiers—Army, *Military Applicant Profile

The Military Applicant Profile (MAP) was developed to serve as an applicant screening instrument to reduce attrition in the all-volunteer Army. Since 1979, it has been used operationally to screen 17-year-old non-high school graduate males. The Army Research Institute was asked to explore the extension of MAP to older (above 17) nongraduate males, who have higher attrition rates than younger nongraduate males. Using 1976-77 data, this research evaluated the validity of MAP for education, race, and age subgroups. Results showed that MAP scores were significantly related to the 180-day stay-leave attrition criterion. Neither race (black/white) nor age interacted with the MAP-attrition relationship; education level did. The function relating MAP scores to attrition for graduates was significantly below that for nongraduates. MAP would appear to have great utility in reducing the much-higher attrition rate of nongraduates. These findings require verification, to be accomplished by research currently in progress. (Author/KC)

ED 242 930

Sterling, Bruce Allen, John

Relationships among Organizational Attitudes, Work Environment, Satisfaction with Human Resource Programs and Benefits, and Army Career Intentions. Technical Report 572.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Report No.—ARI-TR-572

Pub Date—Jul 83

Note—91p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, Career Development, Employee Attitudes, Enlisted Personnel, Fringe Benefits, Housing, Human Resources, *Job Satisfaction, *Labor Turnover, *Military Personnel, Military Service, Officer Personnel, *Program Attitudes, Quality of Life, *Work Attitudes, Work Environment

Identifiers—Army, *Career Commitment

This research examined the relationships of attitudes toward the Army, duty environment, and satisfaction with Army programs/benefits to the career intentions of officers and enlisted personnel. A representative random sample of 4,360 officers and 2,339 enlisted personnel completed a 178-item questionnaire about their attitudes toward these factors. Results showed that similar dimensions of commitment to the Army, satisfaction with programs, duty environment, and career intentions are found within both categories of service members. Career intentions for officers, however, were more related to overall satisfaction with Army human resource programs and with assessment of housing and pay. However, while about 40 percent of the variance in the career intentions of officers was accounted for by commitment, only 10 percent of the variance in the career intentions of enlisted members was accounted for by these analyses. (The report also explores statistical and research methodological issues that should be considered in future investigations.) (Author/KC)

ED 242 931

Webber, Kenneth G.

Skills and Attributes of the Disadvantaged Student: A Study. Final Report.

Portsmouth Public Schools, N.H.
Spons Agency—New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.

Pub Date—[83]

Note—32p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disadvantaged Youth, Enrollment, High Schools, *High School Students, Program Improvement, *Student Attitudes, *Student Characteristics, *Vocational Education

CE 038 756

CE 038 756

CE 038 756

CE 038 756

Identifiers—New Hampshire, Vocational Education Amendments 1976

The purposes of this study were (1) to develop a profile of the disadvantaged student and (2) to arrive at an estimate of how many vocational students in New Hampshire may be eligible for services under the Vocational Education Amendments of 1976. Two different populations participated in the study. The first group was composed of 49 subjects of which 24 were disadvantaged. The second group was composed of 54 subjects of which 17 were documented disadvantaged. A variety of items relating to social behavior was considered for the study. However, the list was reduced to teacher-rated performance, student self-rating, age, sex, attendance, class standing, program completion, and teacher-rated maturity. The study found that most all vocational students are disadvantaged, in that no distinguishing characteristics separate vocational students from disadvantaged students. A typical vocational student may be male or female, 17 years old, and in the lower 25 percentiles in class standing. They tend to be average in performance and exhibit a level of maturity that can be classified as average. However, they are surprisingly more internal than external regarding locus of control. They are absent several times a year, and two of five enrolled will complete their programs. It was suggested that improved program placement should be a major concern for vocational educators. In addition, further study may provide evidence that initial program placement is acceptable but that academic responsibilities override the commitment to vocational education. Further study was suggested. (Author/KC)

ED 242 932 CE 038 764

Hillison, John Malpiedi, Barbara
Megatrends in Career Education.
Pub Date—Apr 84

Note—25p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 26-27, 1984).
Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Education, Curriculum, Disadvantaged, Educational Administration, *Educational Attitudes, Educational Needs, *Educational Trends, Elementary Secondary Education, Foreign Countries, Literature Reviews, Outcomes of Education, *Research Reports, Special Education

A review of literature was conducted to determine the trends of career education emphasis during the years of 1972, 1977, and 1982. Abstracts from the Educational Resources Information Center (ERIC) and "Dissertation Abstracts International" were examined for those years. The research showed four major trends. The first trend was that career education was emphasized more in its early years, with a peak in 1977. By 1982, there were only 42.3 percent as many identifiable articles and dissertations as there were in 1977. Second, the most dominant single concern expressed for all three selected years was information, with the concerns categories of management and consequence (i.e., impact on students) rising throughout the 10 years. The third trend was that the most dominant subject category for the ERIC abstracts in 1972 was administration, with curriculum a close second. These categories dropped by 1982, with a peak in the subject category of handicapped/special education in 1982. The fourth trend, compatible with the subject matter trend, was a shift in the target audiences in ERIC abstracts from educational leaders to special needs teachers. No meaningful trends were discernible for foreign countries. (KC)

ED 242 933 CE 038 767

Vaughan, Eva D. And Others

Development and Validation of Individualized Instruction in Functional Basic Skills for the Army.
Applied Science Associates, Inc., Pittsburgh, Pa.
Spons Agency—Army Training Support Center, Fort Eustis, Va.

Pub Date—Apr 84

Contract—DABT60-81-C-0006

Note—50p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Basic Skills, Course Content, Course Evaluation, *Curriculum Develop-

ment, Diagnostic Tests, Individualized Instruction, Job Analysis, Job Skills, Military Personnel, *Military Training, Postsecondary Education, Program Effectiveness, Screening Tests, *Skill Development, Student Evaluation, Technical Education, Technical Occupations, Test Construction, Test Use, Test Validity, *Validated Programs

Identifiers—Army
This paper describes research concerning the nature of basic skills prerequisite to the learning and performance of a single, technical job (31M10, Multichannel Communications Equipment Operator) in the Army, and development of an instructional program to teach the skills. The work involved six phases carried out over a 2-year period: (1) analysis of the 31M10 job and course to identify prerequisite skills, (2) verification of the identified skills, (3) design and development of a basic skills course to teach the verified skills, (4) construction and validation of a screening/diagnostic test to identify trainees deficient in the skills and to assign them to appropriate lessons, (5) development of instructional materials, and (6) validation of the basic skills course. One of the findings of the study was that the course developer could be used to teach basic skills, but that the skill retention rate was not as high as expected, possibly because of lack of opportunity for the trainees to practice the skills immediately following completion of the course. It was concluded that the procedures used in this project could be used to define and teach basic skills prerequisite to other technical jobs. (Procedures and results of each phase are discussed, and conclusions and recommendations are drawn for functional basic skills training in the military.) (Author/KC)

ED 242 934 CE 038 768

Stone, James R., III
Economic Attainment of Secondary Marketing and Distributive Education Students.

Pub Date—Apr 84

Note—20p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Academic Persistence, *Cooperative Education, *Distributive Education, *Employment Level, Family Status, High School Graduates, Influences, *Marketing, Models, *Outcomes of Education, Program Effectiveness, Secondary Education, Socioeconomic Influences, Socioeconomic Status, Student Characteristics, Unemployment, Vocational Follow-up, Wages
Identifiers—National Longitudinal Study High School Class 1972

This study was conducted to explore the relationship between participation in secondary marketing and distributive education (MDE) and economic attainment after high school. Specifically, the study sought to develop a model of economic attainment, i.e., job status attainment, unemployment, and wages for secondary MDE students. The study used the National Longitudinal Study of the High School Class of 1972 as the database. Two subsamples were used: the first subsample was of 1,118 students identified as MDE students; the second subsample was of 3,500 workers employed in marketing-related occupations in 1979. Path analysis was used to explore the association between secondary MDE and socioeconomic attainment. The results showed that both MDE participation and cooperative education participation had positive, significant relationships with job status attainment in marketing. Also positively affecting job status attainment in marketing was being male, obtaining higher education, mother's educational level, higher grade point average, and the size of the community where the respondent went to high school. No effect was found for race. It was concluded that participation in MDE and cooperative education enhanced the attainment of job status in marketing. However, the model created in the study showed that 86 percent of the explanation of the variance in job status attainment in marketing came from factors outside the model. Thus, MDE and cooperative education explain only a small part of this complex process. (KC)

ED 242 935 CE 038 769

Ognibene, Richard

Go Directly to Life: The Campaign for a Life Adjustment Curriculum.

Pub Date—Apr 84

Note—18p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), Career Education, Catholic Schools, *Daily Living Skills, Educational Benefits, *Educational History, Educational Needs, *Educational Objectives, Educational Policy, Educational Practices, Educational Strategies, Emotional Adjustment, Employment Potential, Job Skills, Junior High Schools, Prevocational Education, Program Content, Program Development, Program Evaluation, *School Role, Secondary Education, Social Adjustment, Vocational Adjustment, Vocational Education

Identifiers—*Life Adjustment Movement, *Life Planning

The life adjustment movement began in 1945 as the result of a resolution offered at a conference for vocational educators. In response to this resolution, the National Commission on Life Adjustment Education for Youth was formed. The commission subsequently formulated a definition of life adjustment education that viewed the purpose of life adjustment curricula as that of a means to equip all Mexican youth to live democratically and with satisfaction to themselves and profit to society as homemakers, workers, and citizens. Especially geared toward high school students who were not in a college preparatory or vocational track, the life adjustment movement represented a shift toward a more generalized form of vocational training that was described in the Smith-Hughes Act. Life adjustment education, the first of a series of federal educational policy initiatives began after World War II, was an action—rather than theory—oriented movement. One of the most successful life adjustment courses was that of the core curriculum course most often taught at the junior high school level. Education as a preparation for work was a key life adjustment objective that resulted in an increased emphasis on business education, in the development of special core courses devoted to job search and vocational adjustment, and in the spread of school-work programs. (MN)

ED 242 936 CE 038 774

Seltz, Larry

Remarks [to the] American Vocational Association Convention.

Pub Date—3 Dec 83

Note—10p; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 3, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business, Cooperative Planning, Cooperative Programs, *Educational Cooperation, *Educational Needs, Educational Practices, Employment Practices, Industrialization, Industrial Training, *Job Training, *Manufacturing, Postsecondary Education, Program Content, *School Business Relationship, School Role, Secondary Education, Teacher Role, Technological Advancement, *Vocational Education

Identifiers—Tennessee

The current trend toward expanded use of automation and computers in manufacturing has increased the need for a working partnership between industry and vocational education. One such partnership involves the members of the personnel development staff at Nissan Motors in Smyrna, Tennessee and local secondary and postsecondary vocational education programs. Staff developers at the Nissan plant have initiated a thorough, intensive training program to acquire the skills they need to work at the plant. This training consists, among other things, of self-paced course modules, hands-on training, and classroom training involving the use of training materials provided by the plants' equipment suppliers. In order to assist in the massive retraining of the American labor force that will be necessary to develop workers who are equipped to handle increased automation, vocational educators must provide students with training in problem solving, working as a group to make decisions, and assuming initiative in their jobs. Vocational educators need to develop ever-closer ties with business and industry. (MN)

ED 242 937 CE 038 775

Campbell, Paul B.
Curriculum and Aspirations as Elements of Transition Patterns between Schooling and Work.
Pub Date—Apr 84

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Behavior Theories, Career Education, *Curriculum, Educational Attainment, Educational Research, *Education Work Relationship, Expectation, Goal Orientation, High Schools, *Occupational Aspiration, Secondary Education, *Student Educational Objectives, Theories

Identifiers—Curriculum Choice, Dual Economy Theory, Economic Theory, *Human Capital Theory, Status Attainment Theory

A study focused on determination of the tenability of competing hypotheses about the effect of curriculum pathway in high school upon occupational aspirations. Data were provided by a sample of respondents in the National Longitudinal Survey of Labor Market Experience-Need Youth Cohort (NLS Youth), supplemented by their high school transcripts. The variables that were considered were suggested by three theoretical positions that offer competing explanations of the aggregate individual behaviors relating to curriculum and aspirations for further education and occupational status: human capital theory, status attainment theory, and dual economy theory. Several regression models were estimated, using different definitions of the dependent variables. Overall changes in average levels of expectations and aspirations were computed and evaluated. Results suggested that the educational and occupational aspirations may be relatively stable in a broad sense by high school. The results were reasonably consistent with a human capital explanation, did not consistently support the status attainment point of view, and did not suggest the high school as a dual labor market channeling mechanism. (YLB)

ED 242 938 CE 038 776

Donohue, Peggy J.
Adolescents Who Work: Effects on Work Values, Achievement, and Basic Living Skills.
Pub Date—Apr 84

Note—20p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Adolescents, Career Education, *Daily Living Skills, *Employment Level, *Interpersonal Competence, Job Applicants, Secondary Education, Unemployment, *Values, Vocational Education, Youth Employment

Identifiers—Basic Living Skills Pupil Record Form, *Work Values, Work Values Inventory

A study investigated the relationship of adolescent work status to personal values associated with work, social skills, and academic performance. The Work Values Inventory and the Basic Living Skills Pupil Record Form were administered to 165 eleventh and twelfth grade students. These students were subsequently classified as being naturally occurring workers, vocational education workers, job seekers, or nonseekers. Multiple discriminant function analyses revealed that the vocational education worker seems to be more motivated by intrinsic rather than extrinsic work values in comparison to the naturally occurring worker. The finding that naturally occurring workers are more similar to nonworkers on certain psychosocial variables and academic performance suggested that certain differences between workers and nonworkers may be due to factors related to selection into the workplace and not to effects of the adolescent work experience. (Author/YLB)

ED 242 939 CE 038 778

Wright, Calvin E. And Others
Directory of California Community Colleges Exemplary Vocational Education Programs and Materials for Special Population Students.
Educational Evaluation and Research, Inc., Menlo Park, Calif.
Spons Agency—California Community Colleges,

Sacramento. Office of the Chancellor.

Pub Date—84

Note—79p.

Pub Type—Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Abstracts, Annotated Bibliographies, Audiovisual Aids, *College Programs, *Community Colleges, Curriculum Development, Curriculum Guides, Demonstration Programs, Disabilities, Disadvantaged, Displaced Homemakers, Educational Practices, *Instructional Materials, Limited English Speaking, Models, Postsecondary Education, Resource Materials, *Special Education, Student Evaluation, *Vocational Education

Identifiers—California, *Special Needs Students

This directory contains descriptions of exemplary California community college vocational education programs and materials for special population students, including disadvantaged persons, limited-English-proficient individuals, handicapped students, and displaced homemakers. Provided in the directory are descriptions of model assessment systems; curriculum guides and materials; management and recordkeeping systems; resource guides; model programs; and reference, audiotape, and bibliographic materials. Each abstract includes a description of the type of resource material and target population; the name of the individual developer or developing organization; a program description; a list of related products; information concerning the effectiveness, usefulness, and impact of the program or resource; and an information source. Agency and subject indices conclude the document. (MN)

ED 242 940 CE 038 780

Preparation and Development of Vocational Educators. A Survey of Wisconsin Vocational Educators. Abstract. Bulletin No. 3400.

Wisconsin Association of Secondary Vocational Administrators, Madison.

Report No.—WDPI-Bull-3400

Pub Date—Mar 83

Note—34p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Continuing Education, Faculty Development, *Preservice Teacher Education, Professional Continuing Education, Professional Development, Questionnaires, Secondary Education, Teacher Attitudes, *Teacher Certification, Teacher Education, *Vocational Education Teachers

The purpose of a study was to determine the views and perspectives of Wisconsin vocational educators on various aspects of the preparation and development of vocational personnel. A questionnaire was designed to collect information on views of the definition of vocational education, preservice preparation of vocational personnel, continuing education, and certification and licensure. Questionnaires were returned by 824 secondary school personnel, including school administrators, guidance counselors, local vocational coordinators, presidents of vocational professional organizations, and state agency personnel. Respondents gave a high level of agreement with the definition, the responsibility, and the mission of vocational education. Of the 17 skills, competencies, or understandings ranked for completion before completing initial training, the five most important dealt with analysis and development of appropriate curriculum; understanding of new instructional technology, equipment, and methods; awareness of emerging technology; in-depth knowledge of vocational discipline; and understanding of vocational education's relationship with career development and general education. Of six activities in the area of continuing education, respondents indicated that regular participation in professional development programs was most important. Of the six items dealing with vocational certification and licensure, the need to understand vocational education was ranked most important. (Thirteen recommendations are made for all levels. The survey is appended.) (YLB)

ED 242 941 CE 038 785

McNeil, Linda M.
Lowering Expectations: The Impact of Student Employment on Classroom Knowledge. Program Report 84-1.

Wisconsin Center for Education Research, Madison.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 84

Grant—NIE-G-81-0009

Note—80p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, *Employment Patterns, *High School Students, Influences, Part Time Employment, Performance, Questionnaires, Salary Wage Differentials, School Surveys, *Student Attitudes, *Student Characteristics, *Student Employment, Student Motivation, Tables (Data), Teacher Attitudes

Identifiers—Wisconsin

A study examined the impact of student employment on classroom knowledge. During the study, the researcher administered a branching questionnaire to 1,577 juniors and seniors from four high schools in Wisconsin, 59.6 percent of whom were working at the time of the survey and 14.1 percent of whom had worked during the past year. Despite the variations in population, location, and programs that existed among the four schools, the responses of those students surveyed generally did not vary greatly from school to school. The survey data generally confirmed the fact that large numbers of students at all income levels and levels of school achievement were working at part-time jobs during the school year. It appeared that conflicts often arose between teachers' academic priorities and students' choices for work as well as between students' and teachers' views of how work related to school. In general, students did not feel the same conflict between job and school that their teachers expressed on an earlier survey. Many students felt that their teachers were not aware of students' jobs and did not relate course work to them. Since the pressures for students to work are not likely to decrease, educators should seize upon work experiences as teaching opportunities rather than as inhibitors to their ability to teach and to students' ability to learn. (MN)

ED 242 942 CE 038 788

Jondrow, James M. And Others

Older Workers in the Market for Part-Time Employment. Research Report Series, RR-83-06. National Commission for Employment Policy (DOL), Washington, D.C.

Pub Date—83

Note—37p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Costs, Federal Government, Middle Aged Adults, *Older Adults, *Part Time Employment, Public Policy, *Retirement, Salary Wage Differentials, *Wages

Evidence from a number of data sets indicates that, despite statements by older workers that they have a strong interest in part-time work, in most cases retirement is sudden. Workers approaching retirement age are not spread evenly across industries. Construction, transportation, and finance/insurance/real estate have a higher-than-average proportion. Trade and government retain the highest proportion of older workers; agriculture and trade accept older workers most readily from other industries. The preferred explanation of why part-time employment for older workers is not the norm is that part-time work is less productive and more costly to employers, per hour. Lower compensation for part-time work is less appealing to workers than full retirement. This explanation for sudden retirement is supported by six types of evidence: the employment costs themselves, the lower pay for part-time workers, the scarcity of part-time jobs for workers, layoffs in response to declining demand, the concentration of part-time work among married women and students, and the concentration of part-time work in low-wage industries. An analysis of three potential changes in Federal policies suggests that they would not affect the retirement decision of a typical worker. (YLB)

ED 242 943 CE 038 789

Jusenius, Carol L.

Retirement and Older Americans' Participation in Volunteer Activities. Research Report Series, RR-83-01.

National Commission for Employment Policy (DOL), Washington, D.C.

Pub Date—Jun 83

Note—39p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Federal Programs, *Incentives, *Older Adults, *Participant Characteristics, Par-

icipation, *Public Policy, *Retirement, Social Services, *Volunteers
Identifiers—*Impact

This paper investigates the influence that changes in incentives to retire will have on people's participation in volunteer activities. The first section presents background information on the extent of volunteerism in the United States. It reports that about one out of every five men aged 57 to 71 did some volunteer work in 1978 and about one out of every four women aged 42 to 56 did some volunteer work in 1979. Information on federally sponsored ACTION programs for older Americans indicates that about one percent of the population 60 years and older volunteers in these ways. Section 2 provides a conceptual basis for empirically testing who volunteers and why. Section 3 presents these empirical findings: education has a positive influence, areas with concentrations of people in need do not necessarily have the greatest number of volunteers, a history of volunteering strongly predicts current participation, and retirement policies concerning the amount of time people work and the amount of income may affect men's and women's volunteerism in different ways. Conclusions and policy implications are presented in section 4. (An appendix describes the empirical model of volunteerism and its results and provides six data tables.) (YLB)

ED 242 944 CE 038 790

Smiley, Richard H.
An Evaluation of the Alaska State Plan for Career Education: 1978-1983.

South East Regional Resource Center, Juneau, Alaska.

Spons Agency—Alaska State Dept. of Education, Juneau. Office of Career and Vocational Education.

Pub Date—2 Jan 84
Grant—V35321
Note—171p.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Career Education, *Gifted, *Needs Assessment, Objectives, Program Effectiveness, *Program Evaluation, *Program Implementation, Secondary Education, State Programs, State Surveys, *Statewide Planning, Talent Identifiers—*Alaska

A program evaluation assessed the implementation of the Alaska Department of Education's State Plan for Career Education, 1978-1983. Focus was on the degree to which the state plan objectives involving curriculum change, career counseling, special groups, business and industry, home and family, and inservice education were completed. Activities included a review of Department of Education records, on-site visits to grant-funded career education programs, a survey of Alaskan career education experts, and a needs assessment. A narrative analysis of the objectives revealed that a wide range of activities occurred in all state plan areas. Grant awards representing all objectives were made to state, intermediate, and local education agencies. The school districts conducted career education programs reflecting geographic and ethnic variations. Career education experts generally rated the state plan implementation successful. The program evaluation was extended to assess career education needs of gifted and talented students. The most important needs of the gifted and talented were awareness of occupational options, knowledge of labor market trends, and decision-making skills. The ranked career education priorities of the gifted and talented and regular students were essentially different. (Appendices include survey forms and data from the 1983 survey.) (YLB)

ED 242 945 CE 038 791

Swazy, Robert W. And Others
Organizational and Systems Theory: An Integrated Review. Technical Report 595.

Science Applications, Inc., McLean, VA. Behavioral Sciences Research Center.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Report No.—ARI-TR-595; SAI-80-113-178

Pub Date—Sep 80
Contract—MDA-903-79-C-0699
Note—318p.

Pub Type—Information Analyses (070)
EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Adult Education, Information Processing, *Management Development, Military Service, Military Training, Organizational Development, *Organizational Effectiveness, *Organi-

zational Theories, Research Needs, *Simulation, *Systems Approach

Identifiers—*Organizational Psychology

A review of the theoretical and empirical literature was conducted to identify, in a systems framework, organizational processes and dimensions associated with effective functioning. Potential methodologies for use in controlled organizational experimentation were also explored. Literature was reviewed according to an empirically derived six-factor taxonomy. The factors were multidimensional information processing, organizational systems dynamics, organizational change technologies, management authority/compliance characteristics, organizational coordination, and goal orientation. Research pertaining to industrial, academic, and military organizations was included. It was concluded that simulation appears to be an appropriate methodology for controlled experimentation with organizations. Eleven research needs were identified that appear to be appropriate both for extending the state-of-the-art in organizational/systems psychology and for possible consideration in developing an organizational test bed. (YLB)

ED 242 946 CE 038 792

Cleveland, Robert W. Henson, Mary F.
Earnings in 1981 of Married-Couple Families, by Selected Characteristics of Husbands and Wives.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date—Mar 84
Note—47p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Journal Cit—Current Population Reports; Series P-23 n 133 Mar 1984

Pub Type—Numerical/Quantitative Data (110) — Reports - General (140) — Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Career Education, Children, *Dual Career Family, Educational Attainment, *Employed Parents, Employed Women, Employment, *Family Income, *Individual Characteristics, Occupations, Part Time Employment, *Salaries, *Spouses

This report contains data on the annual earnings of husbands and wives and their combined earnings as married couples. A narrative summarizing findings precedes each group of related charts and tables. Figures 1A through 1C and tables 1A through 1D classify the earnings of married couples, husbands, and wives by weeks of work and full-time/part-time status for 1981. Figures 2A and 2B and tables 2A through 2D provide data on the earnings of married couples, husbands, and wives by occupation of longest job in 1981. Figures 3A through 3C and tables 3A through 3D contain earnings data for married couples, husbands, and wives by their educational attainment level. Figure 4 and tables 4A through 4B use the age of the husband and wife and presence of own children as major classifiers. The data in figure 5 and table 6 show wives with earnings greater than their husbands. The final figure and final four tables, 7A through 8B, present mean earnings figures for husbands and wives working year round, full time. Mean earnings are shown by age, occupation, and educational attainment. Appendices include definitions and information on source and reliability of the estimates. (YLB)

ED 242 947 CE 038 794

Employment in the Public Sector.
Organisation for Economic Cooperation and Development, Paris (France).

Report No.—ISBN-92-64-12319-9
Pub Date—82

Note—81p.; Published in French under the title "L'Emploi dans le Secteur Public."

Available from—OECD Publications and Information Center, 1750 Pennsylvania Avenue, NW, Suite 1207, Washington, DC 20006-4582 (\$7.25).

Pub Type—Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Career Education, *Disadvantaged, *Employment, *Employment Patterns, Government (Administrative Body), Government Employees, *Government Role, *Job Development, *Public Service Occupations, Unemployment

Identifiers—*Impact, Impact Studies, Temporary Employment
This report synthesizes the findings from several

areas of work undertaken to assess what impact public sector employment has had on both the level and structure of employment. It also examines the impact of the public sector as employer on the labor market from two viewpoints: the level and share of public sector employment and the structure of this employment. First, an operational definition of the regular public sector is provided that has been used for collecting and classifying the data. Second, the findings of the regular public sector studies are summarized, e.g., levels, shares, growth rates of public sector employment and its distribution by various characteristics, as well as its relation to expenditure level. Third, the findings of a study on temporary direct job creation are used to illustrate the extent to which these programs can focus on special employment groups. Fourth, the implications of these two sets of findings for altering the aggregate level of employment are considered. Finally, some implications for altering the structure of employment are presented. (An appendix provides a table illustrating employment in general government in Organisation for Economic Cooperation and Development economies, 1960-1979.) (YLB)

ED 242 948 CE 038 796

Mark, Jorie Lester
Private Sector Providers of Basic Skills Training in the Workplace. A Study of the General Training and Basic Skills Responses of Randomly Selected Companies Which Provide Basic Skills Training to Their Employees.

American Association for Adult and Continuing Education, Washington, DC.

Pub Date—Jan 84
Note—8p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, Adult Education, *Basic Skills, Costs, *Inplant Programs, *Off the Job Training, On the Job Training, *Staff Development

Identifiers—Employer Surveys

A questionnaire was distributed to 1,305 companies to study the basic skills training provided. Of 62 responses, 41 companies had basic skills training programs. Respondents represented these types of companies: communications and utilities, finance and insurance, manufacturing, wholesalers, retailers, health and hospitals, and mining, and had from 140 to 200,000 employees. Company size and the number of employees in basic skills training were not consistently related. Most employees in basic skills programs were there as new employees, for career advancement, or for retraining. About 19 percent of all employees in the study were in training; 13 percent of them were studying basic skills and represented 2.4 percent of all employees in the study. A typical employee spent 51 hours per year on basic skills training. Employees of 28 companies were seen as unqualified for training groups because of basic skills deficiencies. Most companies (85 percent) reported in-house training arrangements. The basic skills needed for entry-level employment were reading, math, oral communications, writing, workplace skills, and problem solving. Costs were paid by the company budget, tuition refund, direct payment, charging the function to operating expenses, or charging administrative overhead. Training costs devoted to basic skills varied from 4 percent to 70 percent. (YLB)

ED 242 949 CE 038 797

Love, Rebecca
Field-Based Teacher Education Experiences: Design for Success.

Pub Date—30 Jan 84
Note—16p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (New Orleans, LA, January 30, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Credits, *Field Instruction, Higher Education, *Inservice Teacher Education, Internship Programs, *Professional Development, Retraining, *Teacher Certification, Teacher Education, Teacher Workshops, *Vocational Education Teachers

Identifiers—Mississippi State University

A vocational teacher education project sponsored jointly by Mississippi State University, the Mississippi Department of Vocational and Technical Education, and the Appalachian Regional Commission afforded an opportunity to develop a working model for the implementation of field-based activities as a

measure of professional development for educators. Results of a needs assessment administered to vocational teachers to determine their professional development concerns provided the basis for developing priorities and program activities. Strategies used in delivery of the project's services included (1) providing inservice training through workshops at individual vocational centers, (2) offering college-level vocational education courses on and off campus, (3) supplying supplemental instructional materials, (4) certifying skills through the National Occupational Competency Test, (5) establishing an individualized graduate intern and assistant program, (6) using graduate assistantships, (7) providing tuition assistance, (8) offering technical assistance, and (9) determining what industries would work toward skill upgrading of teachers and in what manner. Results of the project included the awarding of credit by Mississippi State University for successful completion of the National Occupational Competency Test, development of a vocational education personnel development data collection/dissemination system, and a study of the effectiveness of approaches to professional development. (YLB)

ED 242 950 CE 038 799

Bow, Frank
Employment Trends: 1984 and Beyond. Where the Jobs Will Be.

Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date—84

Grant—G008300010/01

Note—39p.

Available from—Publications Dept., Arkansas Rehabilitation Research and Training Center, P.O. Box 1358, Hot Springs, AR 71902 (#1231, \$5.00).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ability, Accessibility (for Disabled), Adults, Career Choice, Careers, Deinstitutionalization (of Disabled), *Disabilities, *Economic Factors, Educational Needs, Employer Attitudes, *Employment Patterns, Employment Potential, *Employment Projections, *Exceptional Persons, *Futures (of Society), Individual Characteristics, Job Skills, Labor Needs, Normalization (Handicapped), Occupational Mobility.

This monograph identifies the five broad areas in which the author believes disabled people are especially likely to find employment in the years ahead. It answers, as far as can be foreseen, the question, "Where are the jobs?" The book is organized into six chapters. In the first chapter, the author examines social science research on the job market and gives some reasons why predicting employment trends is so difficult. In the second chapter, he presents his view on what is not going to happen in the next 10 years or so. For example, he does not believe that computer repair and programming occupations are going to increase significantly. Chapter 3 explores the area of "pocket marketing," a theory that suggests that even in times of high unemployment, areas of opportunity exist, whether in certain geographic areas or in meeting specific unmet needs. These "pockets" could generate jobs for disabled people. The fifth chapter details the five areas of opportunity that the author predicts will provide jobs for handicapped people. The areas explained and focused on are general services, special services, sales, information services, and entrepreneurship. In the fifth chapter, the author matches these five areas to the personal characteristics needed for each type of work. The final chapter offers suggestions for actually making the scenario happen. The chapter outlines the kinds of steps that need to be taken by disabled people themselves, service agencies, other government agencies, and employers in order to put disabled persons to work in the five areas. (KC)

ED 242 951 CE 038 800

Assess Student Performance: Attitudes. Second Edition. Module D-3 of Category D—Instructional Evaluation. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-153-1

Pub Date—84

Note—37p.; For related documents, see ED 236

356, ED 241 728, CE 038 682, and CE 038 801-804.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Affective Behavior, Affective Measures, Attitude Measures, Behavioral Objectives, *Competency Based Teacher Education, *Evaluation Methods, Learning Modules, Measurement Techniques, Postsecondary Education, Student Attitudes, *Student Evaluation, Teaching Skills, *Test Construction, Testing, *Vocational Education, Vocational Education Teachers.

This learning module, one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with assessing student affective (attitudinal) performance. Addressed in the individual learning experiences are the following topics: understanding the rationale and techniques for assessing student affective performance (major categories in the affective domain, assessment items and techniques, and semantic differential scales); constructing five different types of evaluation items and devices to assess achievement of a given affective performance objective (essay items, problem-solving items or case studies, oral examinations, attitude scales, and checklists); administering a test; and assessing student affective (attitudes) performance in an actual teaching situation. Each learning module contains some or all of the following: an objective, instructional text, one or more learning activities, and a feedback activity. (MN)

ED 242 952 CE 038 801

Determine Student Grades. Second Edition. Module D-5 of Category D—Instructional Evaluation. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-148-5

Pub Date—84

Note—41p.; For related documents, see ED 236 356, ED 241 728, CE 038 682, and CE 038 800-804.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Teacher Education, Evaluation Criteria, *Evaluation Methods, *Grading, Learning Modules, Postsecondary Education, *Student Evaluation, Teaching Skills, *Vocational Education, Vocational Education Teachers.

This learning module, one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with determining student grades. Addressed in the individual learning experiences are the following topics: understanding the functions of grades and traditional systems of grading (traditional marks, written evaluations, skill reports, pass-fail grading systems, self-evaluation, and grade contracts); converting grades; evaluating how teachers assigned grades in given case studies; and determining student grades in an actual teaching situation. Each learning experience contains some or all of the following: an objective, instructional text, one or more learning activities, and a feedback activity. (MN)

ED 242 953 CE 038 802

Modify the Learning Environment for Exceptional Students. Module L-5 of Category L—Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-145-0

Pub Date—84

Note—40p.; For related documents, see ED 236 356, ED 241 728, CE 038 682, and CE 038 800-804.

Available from—American Association for Voca-

tional Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Classroom Design, *Classroom Environment, *Classroom Techniques, *Competency Based Teacher Education, Individual Needs, Learning Modules, Needs Assessment, Postsecondary Education, *Special Education, *Student Needs, Teaching Skills, *Vocational Education, Vocational Education Teachers.

Identifiers—*Special Needs Students

This learning module, one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with modifying the learning environment for exceptional students. Addressed in the individual learning experiences are the following topics: understanding why modification of the learning environment is necessary for special needs students, learning what to modify in the learning environment, ensuring that modifications are carried out, assessing the performance of teachers with regard to their modification of learning environments for special needs students in given case studies, and outlining the modifications that could be made to a selected learning environment to meet the needs of a given special needs student. Each learning experience contains some or all of the following: an objective, instructional text, one or more learning activities, and a feedback activity. (MN)

ED 242 954 CE 038 803

Wonacott, Michael E.

Promote Peer Acceptance of Exceptional Students. Module L-6 of Category L—Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-127-2

Pub Date—84

Note—32p.; For related documents, see ED 236 356, ED 241 728, CE 038 682, and CE 038 800-804.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Classroom Techniques, *Competency Based Teacher Education, *Disabilities, *Interpersonal Relationship, Learning Modules, *Peer Acceptance, Peer Relationship, Postsecondary Education, Social Support Groups, Teaching Methods, Teaching Skills, *Vocational Education, Vocational Education Teachers.

Identifiers—*Special Needs Students

This learning module, one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with promoting peer acceptance of exceptional students. Addressed in the individual learning experiences are the following topics: promoting peer acceptance (informing, setting an example, providing appropriate activities, and encouraging the formation of support groups for students); assessing the performance of teachers regarding promoting peer acceptance of special needs students in case studies; planning a program to promote peer acceptance of special needs students; and promoting peer acceptance in an actual teaching situation. Each learning experience contains some or all of the following: an objective, instructional text, one or more learning activities, and a feedback activity. (MN)

ED 242 955 CE 038 804

Lust, Nancy L.

Counsel Exceptional Students with Personal-Social Problems. Module L-10 of Category L—Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-147-7

Pub Date—84

Note—40p.; For related documents, see ED 236 356, ED 241 728, CE 038 682, and CE 038 800-803.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Education, Counseling Effectiveness, *Counseling Techniques, Counselor Role, Individual Needs, Learning Modules, Postsecondary Education, Referral, *Social Problems, *Special Education, Student Needs, Teaching Skills, *Vocational Education, Vocational Education Teachers

Identifiers—*Personal Problems, *Special Needs Students

This learning module, one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with counseling exceptional students with personal and social problems. Addressed in the individual learning experiences are the following topics: understanding the important considerations and techniques involved in counseling students with personal or social problems (building rapport, working on special problems, referring students to other professionals, and keeping records); describing and evaluating the performance of teachers who have counseled students with social or personal problems in case studies; and counseling such students in an actual teaching situation. Each learning experience contains some or all of the following: an objective, instructional text, one or more learning activities, and a feedback activity. (MN)

ED 242 956

CE 038 805

Devin, Carl

Updating of the Curricula for Office Administration and Secretarial Science. Final Report. Lower Columbia Coll., Longview, Wash. Spons Agency—Washington State Commission for Vocational Education, Olympia.

Pub Date—Dec 83

Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountants, Accounting, Business Education, Clerical Occupations, Clerical Workers, *Course Descriptions, Curriculum, *Curriculum Development, *Information Processing, *Office Machines, *Office Occupations Education, Postsecondary Education, Secretaries, *Word Processing

Identifiers—Lower Columbia College WA

Changes are proposed for updating the curricula for office administration and secretarial science, the first being a name change for the department to Information/Word Processing or Administrative Sciences. Curricula (required courses and electives) are suggested for information/word processing-keyboarding specialist (one year certificate), accounting assistant (formerly accounting clerk), administrative assistant (1-year certificate and 2-year ATA degree), medical secretary, and clerical specialist/supervisor. Descriptions are then provided of courses and information/word processing units within courses. Emphasis is on identification of aspects that serve to make the students employable. These courses or units are included: keyboarding, machine transcription, filing and records management, electronic records management, information/word processing management, and office systems. Recommendations are made for hardware, including a shared logic system and stand-alone equipment. (YLB)

ED 242 957

CE 038 809

Extension Faculty Development through Graduate Level Education. Proceedings. North Central Regional Staff Development Workshop (St. Charles, Illinois, August 8-10, 1983). Illinois Univ., Urbana. Cooperative Extension Service.

Pub Date—Aug 83

Note—268p.; Parts of this document will not reproduce well due to light type. Workshop sponsored by the North Central State Extension Directors. Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Career Development, Conference Proceedings, Counseling, Curriculum Develop-

ment, Educational Administration, Educational Policy, *Extension Education, *Faculty Development, *Graduate Study, Incentives, Job Skills, *Management Development, Workshops

These proceedings begin with a history of the workshop series and a statement of the workshop's goals and purpose, specifically to examine issues related to graduate-level education as an extension staff development activity. A program overview and greetings precede the keynote address on the part graduate education can play in development of extension educators. The next presentation provides information on the state of the art in extension faculty development through graduate-level education in Indiana, Minnesota, Ohio, and Wisconsin. Presentations from five issue sessions address content for extension graduate education programs, working with departments and academic units offering graduate-level extension education (techniques for curriculum changes and modifications), extension schools and off-campus courses, incentives for graduate study, and alternatives to graduate-level learning. Extension and academic perspectives are then offered on graduate education policies and their influence on curriculum. A panel discussion follows on the role of counseling in decision making regarding career development. The final three presentations discuss the role of graduate-level education in extension. Plans of action for 14 states and a workshop evaluation are appended. (YLB)

ED 242 958

CE 038 812

Veterans and Pell Grant Eligibility in 1982. Joint Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor and the Subcommittee on Education, Training and Employment of the Committee on Veterans Affairs, House of Representatives, Ninety-Seventh Congress, Second Session. Serial No. 97-81.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor; Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Pub Date—4 Aug 82

Note—59p.; Portions of this document may not reproduce well due to small, light type.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Eligibility, *Federal Legislation, Grants, Hearings, Higher Education, Military Personnel, *Need Analysis (Student Financial Aid), *Student Financial Aid, Training Allowances, *Veterans

Identifiers—Congress 98th, *Pell Grant Program

This is a Congressional hearing to review and receive comment on H.R. 6190, legislation that would amend Title 38, United States Code, to exempt GI bill educational benefits from the determination of a veteran's eligibility for Federal educational benefits. Testimony includes statements, prepared statements, letters, and supplemental materials from individuals representing the Veterans' Administration; the National Legislative Commission, the American Legion; the National Veteran's Affairs and Rehabilitation Commission; the Department of Education; the National Legislative Service, Veterans of Foreign Wars of the U.S.; The Pennsylvania State University Veterans Organization; the National Coalition of Independent College and University Students, COPUS; Vietnam Veterans of America; and the American Veterans Committee. (YLB)

ED 242 959

CE 038 813

Women in Transition, 1983. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, First Session on Examination of Problems Faced by Women in Transition from Work without Pay to Economic Self-Sufficiency.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date—8 Nov 83

Note—193p.; Document contains small type.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Adult Programs, Adults, Adult Vocational Education, Career Education, *Displaced Homemakers, Employment, Federal Government, *Federal Legislation, *Federal Programs, Females, Government Role, Hearings, *Job Training, Public Policy, *Reentry

Workers, Sex Fairness

Identifiers—*Job Partnership Training Act 1982, Vocational Education Amendments 1976

This is a Congressional hearing on an examination of problems faced by women in transition from work without pay to economic self-sufficiency. Testimony includes statements from individuals representing the Women's Bureau, U.S. Department of Labor; the Career Training Program, Women's Center, Enterprise State Junior College, Alabama; the National Displaced Homemakers Network; Project Move, Manatee County Schools, Bradenton, Florida; Wider Opportunities for Women; statements from graduates of displaced homemakers programs; and U.S. Senators. Additional information includes an executive summary of a Florida needs assessment study and questions and answers. (YLB)

ED 242 960

CE 038 814

Burkhead, Dan L.

Lifetime Earnings Estimates for Men and Women in the United States: 1979.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date—Feb 83

Note—41p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$4.50).

Journal Cit—Current Population Reports; Series P-60 n139 Feb 83

Pub Type—Numerical/Quantitative Data (110)—Reports - Descriptive (141)—Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Career Education, Employed Women, *Estimation (Mathematics), *Females, Income, *Males, *Salaries, *Salary Wage Differentials, Tables (Data)

Identifiers—*Lifetime Income

This report presents estimates of expected lifetime earnings based on data collected in the March Current Population Survey by age, sex, and educational attainment for 1978, 1979, and 1980. The text describes the data tables and charts, methodology, and limitations of the data. The eight figures and five detailed tables present lifetime earnings estimates for men and women for each age between 18 and 64 years. Estimates are also shown for five educational categories: less than 12 years, 12 years, 1-to-3 years of college, 4 years of college, and 5 years or more of college. Separate estimates are provided for year-round, full-time workers. The estimates of lifetime earnings are shown in terms of "present value" (constant 1981 dollars). The earnings are discounted to present value by selected "real" interest rates. In addition to selected discount rates, the lifetime earnings estimates are shown by selected productivity rates. Each combination of discount and productivity rates yields a somewhat different estimate of expected lifetime earnings. Appendixes include definitions and explanations, detailed supplemental tables, information on source and reliability of estimates, and selected references. (YLB)

ED 242 961

CE 038 817

Dill, Cheri Weitman, Karlene

Business Lab Curriculum. Final Report.

Kettle Falls School District, WA.

Spons Agency—Washington State Commission for Vocational Education, Olympia.

Pub Date—Dec 83

Note—320p.; Product of the Curriculum Development Project. Sample forms and charts may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Accounting, Behavioral Objectives, Business Education, Business Skills, Clerical Workers, Competency Based Education, Curriculum Guides, Learning Activities, Mathematics, Office Occupations, *Office Occupations Education, *Office Practice, *Recordkeeping, Secondary Education, Secretaries, Tests, *Typewriting

Identifiers—*Business Law, *Consumer Mathematics

Curriculum materials are provided for courses to be taught in business labs, including typing I, advanced and production typing, office procedures (clerical and secretarial), recordkeeping, accounting I and II, consumer math, and business law. Introductory materials include suggestions for setting up labs and a listing of required and suggested courses for proficiency certificates for various business department majors. Provided for each course are: prerequisites, credit(s), basic minimum competencies,

optional competencies, and learner outcomes. Additional materials include assignments for typing I; assignments/units for advanced and production typing and office procedures (clerical and secretarial) that specify objectives, materials needed, maximum time allowed, procedures/directions, and grading; tests for clerical and secretarial office procedures; review sheets for filmstrips in secretarial office procedures; and time schedules for clerical and secretarial office procedures, recordkeeping, accounting, consumer math, and business law. (YLB)

ED 242 962

CE 038 818

*Bourque, Janet***Managing Multiple Roles. Dual Role Homemaker/Wage-Earner. Final Report.**

Lake Washington Vocational Technical Inst., Kirkland, WA.

Spons Agency—Washington State Commission for Vocational Education, Olympia.

Pub Date—Aug 83

Note—60p; Product of the Curriculum Development Project.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Career Education, Course Content, *Curriculum Development, Day Care, *Dual Career Family, Educational Needs, *Employed Parents, Employed Women, *Employees, Family Life Education, Fathers, Females, *Homemakers, Home Management, Learning Activities, Males, Mothers, Personnel Needs, Postsecondary Education, *Role Conflict, Role Perception, Teaching Methods, Time Management, Two Year Colleges, Values, Values Clarification, Vocational Education, Womens Education, Workshops

A project was conducted at the Lake Washington Vocational Technical Institute to develop a curriculum and provide a pilot class in the consumer and homemaking program to address the needs of persons with the dual role of homemaker and wage earner. The format chosen for the course was a series of seminars to be conducted on-site at business offices or industries. This document contains the course outline, background materials, and learning activities that an instructor would need to present the course. The first sections of the publication describe the course; give background information about dual-role families and their needs; and provide tips for preparing the course, suggestions for presentation, and an evaluation sheet. The four sessions suggested for the course are then outlined. For each session, learning objectives, background notes, learning activities, and seminar questions are included. A bibliography completes the course guide. (KC)

ED 242 963

CE 038 819

Future Curriculum Needs in Vocational Education and Training. Proceedings of the East Central Network for Curriculum Coordination and the United States Department of Education, Region V (Chicago, Illinois, October 26, 1983). Public Hearing.

East Central Network for Curriculum Coordination, Springfield, IL.

Spons Agency—Department of Education, Washington, DC.

Pub Date—84

Grant—R-00-64-D-0371-456

Note—121p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Agency Cooperation, Attitudes, Coordination, *Curriculum Development, Curriculum Research, Educational Development, Educational Finance, *Educational Needs, Educational Research, Educational Resources, Hearings, Information Networks, Linking Agents, Postsecondary Education, *Program Effectiveness, *Program Improvement, *Research Coordinating Units, Secondary Education, State Federal Aid, *Vocational Education

Identifiers—East Central Curriculum Coordination Center IL, Illinois

This publication contains the testimony of a hearing held to learn about the regional curriculum needs and priorities of individuals and groups from Illinois, Indiana, Michigan, Minnesota, Missouri, Ohio, Pennsylvania, Virginia, and Wisconsin. The East Central Curriculum Coordination Center is described as the largest of the six curriculum centers, standing as an example of the cooperative efforts of

12 states, and is the only nationally organized, regionally coordinated, and locally controlled vocational curriculum instructional organization. The technical assistance provided by the center includes assisting states, developing tools, and implementing inservice activities. Liaison and networking relationships include promoting personal communications with individuals, groups, and curriculum consortia and providing a fast and effective means for obtaining and disseminating information. Quality and effectiveness can be improved through the development of a computerized library system. Recommendations emerge from the synthesis of testimony. They include to seek federal funding to expand ongoing services, to build more effective liaison and networking relations, to incorporate those aspects that will increase the quality and effectiveness of the networking, and to acquire federal and state approval and funding to implement clients' suggestions and meet curriculum needs throughout the East Central Network. (KC)

ED 242 964

CE 038 820

*Heath, Betty Camp, William G.***Microcomputers in Small Business Management.****Leadership and Training Series No. 64.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—106p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (LT64-\$6.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, *Business Administration, *Business Education, Computer Oriented Programs, *Computer Software, Evaluation Criteria, Instructional Materials, Media Selection, *Microcomputers, Postsecondary Education, School Role, Secondary Education, *Small Businesses, *Telecommunications, Vocational Education

This guide is designed to assist vocational educators in training individuals at the secondary, postsecondary, and adult levels to use microcomputers in small business management. An overview of the use of microcomputers in the small business setting is provided in the introduction. Included in the next section is a multi-page matrix dealing with software that is available for use in the three top-selling computers to perform small business functions. A review of 49 business software packages from the matrix is also provided. Discussed next are organizational structures at the secondary, postsecondary, and adult levels and methods for training potential and presently employed business personnel to use microcomputers. The section on software packages suggests criteria to guide purchasers in reviewing, evaluating, and selecting software packages based on their individual needs and resources. Concluding the guide is a discussion of telecommunications that examines the implications of networking and telecommunicating for small businesses. Appendixes to the guide include information about business software sources, journals, books, software directories and guides, and business and instructional software evaluation instruments. (MN)

ED 242 965

CE 038 821

*Alexander, Wilma Jean And Others***Word Processing: A Guide to Program Planning.****Leadership Training Series No. 65.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—77p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (LT65-\$4.95).

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, *Business Education, Competency Based Education, Curriculum Guides, Educational Resources, Guidelines, *Instructional Development, Instructional Materials, *Media Selection, Office Occupations

Education, *Program Development, Secondary Education, *Word Processing
Identifiers—Wordstar

This guide is designed to assist vocational education program planners and curriculum specialists in selecting appropriate word processing curriculum materials. Discussed in the introductory section of the guide are the development of the field of word processing and procedures for organizing word processing education and training. The next section consists of action planning steps and worksheets for use in developing word processing education and training programs. The third section consists of examinations of eight existing word processing curriculum resources. Included in each resource description are the following: the resource title, an address for the source of the resource, a list of materials contained in the resource, a statement concerning the level and scope of the resource, an outline of the resource format, a list of any special features that the resource might contain, a list of instructional units included in the resource, and sample pages from the resource. A summary chart comparing the eight measures is appended along with lists of references and related resources. (MN)

ED 242 966

CE 038 822

*Desy, Jeanne And Others***High School Vocational Education Experiences: In School and in the Labor Market. Research and Development Series No. 244.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—300-83-0016

Note—79p; For related documents, see ED 216 208, ED 227 306, ED 227 310, ED 227 312, and ED 228 397.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (RD244-\$7.95).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Dropouts, *Educational Experience, *Employment Experience, Employment Patterns, Entry Workers, *High School Students, Income, Job Satisfaction, *Labor Market, *Outcomes of Education, Program Effectiveness, Salary Wage Differentials, School Holding Power, Secondary Education, Student Characteristics, Student Educational Objectives, Unemployment, *Vocational Education, Work Experience

Identifiers—National Longitudinal Survey Youth Labor Market Ex

A study examined the school and labor market experiences of students who either are or have participated in vocational education programs. To formulate their conclusions, the researchers involved in the study analyzed a subset of data from the National Longitudinal Survey of Youth Labor Market Experience—Youth Cohort. These data indicate that students who participated in vocational education to a fairly extensive degree were less likely to drop out than were others. Most vocational students worked while in high school, earning an average of \$67 per week for 24 hours of work at a job that was most likely self-obtained. Working did not seem to affect the academic performance of these students; both their grades and their class rank were at least equal to those of their nonworking counterparts. Once they had graduated from high school, these vocational participants were more likely to be active in the labor force—either working or looking for work—than graduates with less vocational concentration. The typical female vocational graduate had a relatively high-prestige clerical job that demanded moderate use of her intelligence. The average male graduate, on the other hand, tended to choose craft or agricultural employment and was more likely than his nonvocational counterparts to work for himself. (MN)

ED 242 967

CE 038 823

*McKinney, Floyd L. And Others***Increasing Job Placement Rates in Vocational Programs: Secondary and Postsecondary. Research and Development Series No. 245.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—34p.; For related documents, see ED 209 477 and ED 215 146.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (RD245-\$4.25).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Characteristics, Demography, Educational Policy, Educational Practices, *Employment Patterns, Influences, *Job Placement, Labor Market, *Outcomes of Education, Postsecondary Education, Predictor Variables, Program Effectiveness, *Program Improvement, Public Policy, School Business Relationship, School Community Relationship, School Districts, Secondary Education, *Vocational Education

A study was conducted to develop strategies to increase placement rates in secondary and postsecondary vocational programs. During the study, researchers identified factors relating to job placement, provided descriptions of the educational and community processes appearing to influence job placement, and generated hypotheses concerning variables relating to job placement. Data for the study came from a variety of sources, including the following: literature reviews, interviews with 438 individuals involved in secondary vocational programs, mail questionnaires administered to 5,062 individuals representing people involved with secondary vocational education and 2,579 people who either received or provided vocational educational services. After analyzing these data, the researchers identified a number of labor market, community, and educational factors affecting the placement rates associated first with secondary and then with postsecondary vocational programs. Included among those factors found to have a significant influence on placement rates were the following: community unemployment rates, availability of transportation, types and sizes of industries in a community, demography, the pressure of cooperative vocational education programs, a high rate of participation in youth organizations, and the existence of a good relationship between schools and the community. Based on these findings, the researchers formulated a series of recommendations directed toward Congress, the U.S. Department of Education, state government agencies, teacher education institutions, postsecondary vocational educational institutions, and secondary schools. (MN)

ED 242 968

CE 038 824

Maurice, Clyde F.

Private Sector Involvement with the Vocational Community: An Analysis of Policy Options. Information Series No. 281.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—120p.; For related documents, see ED 241 746-750, ED 241 758, and CE 038 698.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN281-\$8.75).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Business, Change Strategies, *Cooperative Planning, Cooperative Programs, Coordination, *Educational Cooperation, Educational Needs, *Educational Policy, Educational Practices, Industry, Linking Agents, *Policy Formation, Postsecondary Education, Program Development, Program Implementation, Public Policy, *School Business Relationship, School Role, Secondary Education, *Vocational Education

Identifiers—*Private Sector

In order to provide federal policymakers with an adequate background of information on the issues of vocational education and private sector (VEPS) cooperation, an analysis was made of the context of current VEPS cooperative practices. The analysis revealed that although the concept of cooperation is simple and appealing, it is very difficult to implement. Several factors appeared to undermine the effectiveness of cooperative activities. Included among these were the following: the existence of current cooperative practices that are described as fragmented, duplicative, and ad hoc; the use of vol-

unteerism as the basis for cooperation; and the lack of available funds for vocational education linkage activities. When these factors are coupled with other underlying issues (such as the infringement of the private sector in the training enterprise, delineation of who should bear the cost of training, and the perceived inability of vocational educators to respond quickly to technological changes), the dire need for policy initiatives in this area becomes evident. Based on an analysis of these issues, four policy options were set forth that gave rise to 28 policy alternatives. These alternatives were then limited to 12 possible policy alternatives. (Appended to this report are a sample listing of VEPS cooperating practices and an initial evaluation of 28 policy options.) (MN)

ED 242 969

CE 038 825

Wise, James H., Jr.

Reported Cooperation between AVTS Adult Education Programs and Business/Industry in the State of Pennsylvania.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—Nov 83

Note—36p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Vocational Education, *Business, *Cooperative Programs, *Educational Cooperation, Industry, Publicity, *Regional Schools, School Business Relationship, *Vocational Schools

Identifiers—*Pennsylvania

Area Vocational Technical Schools (AVTS) in Pennsylvania were surveyed to determine the extent of cooperation between AVTS adult vocational education programs as well as business and industry. Findings indicated that most students were referred by business and industry to AVTS adult programs for vocational/technical training. The average number of students enrolled in cosponsored classes was greater for job-related enrichment activities. Adult education directors reported a closer working relationship and cooperative effort with small industries. The average number of hours per week spent by adult program directors for program promotion was approximately 25 hours for successful and 3 hours for unsuccessful operators. Time constraints, lack of business and industry interest, and private sector interest in profit were major barriers to cooperation. The greatest benefit derived from cooperation with business and industry was increased program visibility. One of the greatest costs to the AVTS was programming problems. Lack of funds was perceived by directors as the greatest barrier to cooperation. Lack of commitment by business and industry was the factor that most limited successful cooperation. Good communications were the most important factor contributing to success. The method most used to contact business and industry relative to establishing a cooperative program was the telephone. (Fifteen tables are included.) (YLB)

ED 242 970

CE 038 831

Goldman, G. Barbara Thompson, O. E.

Vocational Education Management Study. Final Report, September 3-November 15, 1982.

California Univ., Davis. Dept. of Applied Behavioral Sciences.

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Nov 82

Note—65p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrative Organization, *Administrator Qualifications, Community Colleges, *Educational Administration, Educational Research, Questionnaires, *Services, *Two Year Colleges, *Vocational Education

Identifiers—*California Community Colleges

A study was conducted to determine the program activities that should be undertaken by the vocational education staff and corresponding implications for organizational arrangements within the chancellor's office of the California community colleges. Questionnaires gathered information on four issues: organizational structure, administration of the vocational education activities, functions and activities to be carried out by the staff in vocational education, and qualifications for vocational education staff. Interviews were conducted with 84 per-

sons: chancellor's office staff, deans of occupational education, deans of instruction and presidents/superintendents in community colleges, members of the Board of Governors, and vocational education administrators in other states and at the national level. Findings supported the conclusion that the current organizational structure of the chancellor's office has fragmented the vocational education activities and created barriers to effective leadership. The administration of activities within the chancellor's office was characterized by poor management practices and a lack of communication. Findings suggested that staff in vocational education need many of the same general skills and abilities as professional employees in any like institution. Leadership and interpersonal skills were viewed as desirable. Recommendations for changes in the chancellor's office were made for each issue. (The instruments are appended.) (YLB)

ED 242 971

CE 038 832

Saam, Robert

New Dimensions in Correctional Education.

Pub Date—2 Dec 83

Note—18p.; Paper presented at the National Adult Education Conference (Philadelphia, PA, December 2, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Correctional Education, *Correctional Institutions, *Reports, *Technical Writing, *Writing Instruction

Identifiers—*Correctional Officers, *Penitentiary of New Mexico

The Penitentiary of New Mexico (PNM) is currently offering the course, Report Writing for Officers, to teach correctional officers how to write better reports. This course focuses primarily on misconduct reports and supporting memos and touches upon the interdependence the course creates between the areas of treatment and security at PNM, helping these two areas to work more closely together for a common client. The teacher strives to remain as neutral and objective as possible, and this attitude often rubs off on officers, giving them a more objective viewpoint toward inmates. The officers learn to write better, more objective reports. Other dimensions of this course are the officers' improved self-image, self-respect, and self-confidence; inmates' realization of a more equitable due process of law as reports become more objective; and inmates' increased respect for officers who write efficacious reports. (The following handouts are attached: course description; spelling, plurals, possessives, capitalization, and punctuation tests; first course assignment; essentials of a well-written report; and examples of poor reports and a poor supporting memo.) (YLB)

ED 242 972

CE 038 833

Campbell, Clifton P.

Pre-Vocational Preparation in the Kingdom of Saudi Arabia.

Pub Date—Dec 83

Note—20p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dropout Programs, Dropouts, Educational Planning, *Foreign Countries, Males, *Prevocational Education, Program Development, *Program Implementation, Secondary Education, Vocational Education

Identifiers—*Saudi Arabia

In the Kingdom of Saudi Arabia, with few exceptions, occupational specialization programs for male students first become available at the secondary level (grades 10-12). Education is not compulsory, and substantial numbers drop out at all levels. Adolescents who leave school at the primary (elementary) or intermediate (grades 7-9) level must wait until age 18 before they can enroll in a vocational training center. This population is also subjected to restricted employment options because of labor regulations. Since 1973 a project to relieve young male dropouts and provide them with practical and general knowledge has been operating. Pre-Vocational Training Centers (PVCs) have been set up to provide free practical training in metalworking, electricity, welding, woodworking, and clerical subjects. Current planning envisions restructured training programs that provide rudimentary education, limited skill development, and varied opportunities for

occupational exploration; provide a firm foundation for follow-on trade specific training; and serve as a link to vocational training centers. In addition to expanding the training capacity and restructuring the program of study, innovative changes are being made in curriculum and instruction. Operational plans call for the implementation of competency-based, individualized instruction. (YLB)

ED 242 973 CE 038 834

Campbell, Clifton P.

Procedures for Trade and Industrial Program Development.

Pub Date—10 May 84

Note—32p; Paper presented to the Southeastern Trade and Industrial Education Conference (Nashville, TN, May 10, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Competency Based Education, *Instructional Development, *Instructional Systems, Postsecondary Education, Program Development, Program Implementation, Secondary Education, Systems Development, Trade and Industrial Education, *Vocational Education

Identifiers—Instructional Systems Development

The instructional systems development (ISD) approach for the development and accomplishment of vocational training programs provides a methodology for gathering and analyzing job information, developing instructional materials in a variety of media, conducting instruction, and evaluating and improving the effectiveness of training programs. This approach is based on evidence that the tasks performed on a job can be identified and analyzed and that learning objectives and instructional strategies to achieve these objectives can be developed and structured so that instruction will be efficiently and effectively conducted. The procedural model and flowchart for ISD is comprised of five phases. Each phase—analyze, design, develop, implement, and control—is made up of a series of steps. The five phases and 19 steps are interrelated and form a closed-loop instructional system. Some of the steps can be conducted concurrently, while others must be done sequentially. ISD procedures are widely accepted and have been used by the military, government, and some companies for a number of years. The entire process has been documented and is available through government publications. The military has prepared a large selection of performance-based, criterion-referenced courses using ISD methodology that have been packaged for civilian applications. (YLB)

ED 242 974 CE 038 837

Industrial Policy: The Retraining Needs of the Nation's Long-Term Structurally Unemployed Workers. Hearings before the Joint Economic Committee, Congress of the United States. Ninety-Eighth Congress, First Session (September 16, 23, and 26, and October 26, 1983).

Joint Economic Committee, Washington, D.C.

Pub Date—84

Note—425p; Not available in paper copy due to small, light type.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Opinion Papers (120)

EDRS Price—MF01/PC07 Plus Postage. PC Not Available from EDRS.

Descriptors—*Dislocated Workers, *Federal Legislation, Federal Programs, *Government Role, Hearings, *Job Training, Public Policy, *Retraining, *Unemployment

Identifiers—Job Training Partnership Act 1982, *Structural Unemployment

These four Congressional hearings investigate the role of the federal government in assisting long-term, structurally unemployed workers and in encouraging private sector efforts to retrain Americans. Witnesses who present statements, prepared statements, and articles represent the Urban Institute, Washington, District of Columbia; Forecasting International, Ltd., Arlington, Virginia; United Automobile, Aerospace, and Agricultural Implement Workers of America; Massachusetts Institute of Technology; Secretary of Labor of the State of Delaware; Board of Technical and Comprehensive Education, State of South Carolina; Director, Employment Development for the State of California; Labor Relations Planning and Employment Office, Ford Motor Co.; Employment and Training Committee, Chamber of Commerce of the United States; Committee for Economic Development; the National Alliance of Business; TRW, Inc.; Harvard

University; National Bureau of Economic Research; and the National Center for Research in Vocational Education. (YLB)

ED 242 975 CE 038 838

Smith, Mary Colette, Ed.

Implications of Research for Nursing Practice, Education, and Policymaking. Proceedings of the Annual SCCEN Research Conference (2nd, Birmingham, Alabama, December 3-4, 1982).

Alabama Univ., Birmingham. School of Nursing; Southern Council on Collegiate Education for Nursing, Atlanta, GA.

Pub Date—83

Note—114p.

Available from—Southern Regional Education Board, 1340 Spring Street, NW, Atlanta, GA 30309 (\$5.00).

Pub Type—Collected Works—Proceedings (021)—Opinion Papers (120)—Reports—Research (143)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Higher Education, Nurses, *Nursing, *Nursing Education, *Policy Formation, *Research, *Research Needs

Proceedings are presented from a research conference to promote nursing research as a basis for policymaking in nursing practice, education, and health care services. The keynote address, by Patricia Jones, describes issues in health care financing in the 1980s and urges researchers to provide the kind of data and guidelines needed to support professional nursing services. The second paper, by Ora L. Strickland, names establishment of an acceptable and stable economic base for the provision of nursing services as the most important public policy issue facing nursing and gives pointers on collaborative research as one approach to contributing to the knowledge base. The third presentation, by Jeanette Lancaster, exhorts nurse researchers to affect policy by identifying critical study areas and initiating research. Abstracts follow of 32 studies, with almost equal numbers focusing on clinical practice, education, and the delivery of health care areas; the majority have implications in all three areas. They generally underscore the interrelatedness of research, education, and service. Specific topics include nurse-patient negotiations, predictive factors of supply and salaries of nurse practitioners, cultural determinants of health and self-care, job satisfaction, skills of nurse administrators, continuing education, nursing gestalt, nurses' decision making, and factors related to student success in completing a baccalaureate nursing education. (YLB)

ED 242 976 CE 038 840

Davis, Frank W. And Others

Training Manual for Human Service Risk Managers. Final Report.

Tennessee Univ., Knoxville.

Spons Agency—Office of Human Development Services (DHHS), Washington, D.C.

Report No.—DOT-I-83-16

Pub Date—Nov 83

Note—159p; Reprint by the Technology Sharing Program, Office of the Secretary of Transportation, of a November 1980 document. For a related document, see CE 038 841.

Pub Type—Guides—Classroom—Learner (051)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Administration, Adults, *Human Services, *Insurance, *Legal Responsibility, Private Agencies, Public Agencies, *Risk, *Social Agencies, Social Services, *Transportation, Vocational Education

Identifiers—*Risk Management

This manual is designed to educate human service agency management personnel involved in transportation about basic risk management principles and insurance issues. Chapter I illustrates the liability factors that create the insurance and risk management needs. Both legal and humanitarian obligations of human service agencies involved in transporting clients are discussed. Chapter II presents the basic vocabulary and concepts used by risk managers. Other topics are risk evaluation by the insurance industry and management control of losses. Chapter III examines the legal duties of the agency, the risk manager, and the driver(s); and agency liability and responsibility. Chapter IV discusses risk management objectives of concern to various agencies. In chapter V, the identification of risk areas to be managed is addressed. Chapter VI focuses on measuring the potential impact of a loss due to a risk. Chapter VII identifies various strategies that can be used to eliminate, assume, or trans-

fer a risk. Chapter VIII provides information to make the risk manager an effective procurer of insurance for human service agencies. Provision for evaluation and feedback of risk management programs is discussed in chapter IX. Appendixes include information on a safety meeting; an accident review form; a request for insurance quote; and sample agency, driver, volunteer, vehicle, passenger, safety program, and supervision program profiles. (YLB)

ED 242 977 CE 038 841

Driver Selection and Training for Human Service Agencies. Final Report.

Tennessee Univ., Knoxville.

Spons Agency—Office of Human Development Services (DHHS), Washington, D.C.

Report No.—DOT-I-83-17

Pub Date—May 80

Note—164p; Reprinted by the Technology Sharing Program, Office of the Secretary of Transportation. For a related document, see CE 038 840.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Adults, *Disadvantaged, *Driver Education, Employment Qualifications, *Human Services, Occupational Information, *Personnel Selection, Private Agencies, Public Agencies, *Social Agencies, Social Services, *Transportation, Vocational Education

Identifiers—*Drivers

This manual is designed to assist the various human service agencies to identify and understand both the driving and passenger assistance skills needed to transport program beneficiaries. It is also a guide to identification of appropriate screening procedures to select drivers compatible with the objectives of the agency's program and with the various training programs available. Chapter 1, the introduction, is followed by, in chapter 2, a discussion of demographic and nondemographic factors that should be considered in driver selection. Chapter 3 presents a description of the tasks of human service agency drivers grouped into seven general areas. The steps in driver selection are covered in chapter 4, including description of job, establishment of minimum criteria and personal traits, screening, applicant categorization, and legal considerations. Chapter 5 focuses on professionalization of the driver and provision of adequate training. Specialized training is discussed, including driver improvement or accident avoidance program, emergency medical skills, passenger assistance techniques, human relations skills, nonmedical emergency skills, and basic transportation skills. Chapter 6 briefly addresses administration of a driver selection and training program. Chapter 7 is a bibliography. Appendixes include general driving skills, passenger assistance skills, an interview form, a driver performance measurement test, and outlines of specialized training courses. (YLB)

ED 242 978 CE 038 842

Report of the Committee for Parenting Education in Illinois.

Illinois Commission on Children, Springfield.

Pub Date—Apr 83

Note—27p.

Available from—Illinois Commission on Children, 3 West Old State Capitol Plaza, Room 206, Springfield, IL 62701.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Committees, *Curriculum Development, Elementary Secondary Education, National Surveys, *Parenthood Education, *State Legislation, Teacher Certification, Teacher Education, Teacher Qualifications

Identifiers—*Curriculum Implementation, *Illinois

This report contains information on the activities undertaken by the Parenting Education Committee. Background information is first provided together with the history of this committee whose purpose was to study parenting education statewide and to identify suitable areas for a curriculum as well as available resources. Results follow of a study of 39 states that collected copies of their parenting education curricula. What Illinois is currently doing in the area of parenting education is then discussed. These products of the Parenting Education Committee are next presented: a parenting education definition, the concepts that the basic component group of the committee selected for inclusion in the curriculum, and the eight recommendations of the implementation group. These recommendations suggest ways to incorporate a parenting education curriculum

within the school system as well as other institutions. The qualifications of the teacher are considered. An appendix contains a chart with the following information on parenting education in other states: state, title of curriculum, grade levels, how began, and how implemented. The bill that mandates parenting education in Illinois is also appended. (YLB)

ED 242 979 CE 038 843

Report of the Youth Employment Committee.
Illinois Commission on Children, Springfield.
Pub Date—Nov 83
Note—23p.

Available from—Illinois Commission on Children,
3 West Old State Capitol Plaza, Room 206,
Springfield, IL 62701.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basic Skills, *Career Education,
Committees, *Criteria, *Employment Potential,
*Job Skills, Secondary Education, *Youth Employment

Identifiers—*Illinois

This report of the Youth Employment Committee begins with the history of its formation. A discussion of the committee meetings is divided into two sections focusing on its two subcommittees. The section on the skills subcommittee lists the basic academic competencies and work-related skills as well as the nonacademic, work-related skills developed by the subcommittee. The section on the activities of the program evaluation subcommittee presents the 14 criteria for an effective education for employment program for 12 to 16 year olds-eight crucial to the success of programs of this kind and six preferred. Results are then presented of a survey of selected junior and senior high schools to learn more about the nature and frequency of business participation in education for employment programs. Thirteen recommendations for education for employment programs are made that were approved by the commission. One recommendation lists and describes model education for employment programs that schools should incorporate into new or existing programs. An appendix lists the names of persons or organizations to contact for more detailed information about the programs cited. (YLB)

ED 242 980 CE 038 849

Desy, Jeanne And Others

The Long-Term Effects of Vocational Education: Earnings, Employment, Education, and Aspirations. Research and Development Series No. 246.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—46p.; For related document, see ED 215

145.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (RD246-\$4.25).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Aspiration, *Employment, Followup Studies, *Occupational Aspiration, *Outcomes of Education, Postsecondary Education, *Salaries, Secondary Education, Unemployment, *Vocational Education

This national cross-sectional survey provides data on the long-term outcomes of vocational education. Chapter 1 offers background information and describes the sample—1,539 people between the ages of 20 and 34, one-half of whom had taken vocational education programs in high school. Chapter 2 describes the broad context within which the labor market effects of vocational education take place, with emphasis on the actions of the labor market and the factors that influence individual decisions. The chapter concludes with an explanation of long-term earnings profiles, or life-cycle earnings progressions, by means of which the earnings outcomes of vocational education are described. Findings, provided in chapter 3, are grouped into four categories: earnings, employment, education, and aspirations. These results are presented: vocational graduates overall enjoy a long-term earnings advantage over graduates of a general curriculum; they are likely to experience less unemployment than graduates from a general curriculum; about two-thirds are expected to be in jobs of the same kind 5 years later;

and they are somewhat more likely to say they need further schooling to obtain desired jobs. (An appendix describes data collection and methods of analysis.) (YLB)

ED 242 981 CE 038 851

Kjos, Diane And Others

Defense Contracting and Vocational Education in Illinois.

Eastern Illinois Univ., Charleston; Illinois State Occupational Information Coordinating Committee, Springfield.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Sep 83

Note—40p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, *Educational Needs, *Employment Opportunities, Employment Patterns, Employment Projections, Labor Market, Labor Needs, *National Defense, Needs Assessment, Postsecondary Education, *School Role, Secondary Education, State Programs, Tables (Data), *Vocational Education

Identifiers—*Defense Contracts, *Illinois, Impact Studies, Military Spending

A study examined the relationship between defense contracting and vocational education in Illinois. During the study, researchers analyzed data from a variety of national and Illinois state data sources, including the Department of Defense, the Bureau of Labor Statistics, the Illinois Department of Commerce and Community Affairs, the Research and Analysis Division of the Illinois Bureau of Employment Security, and the Illinois Bureau of Budget. Data from these sources indicated that defense contracting amounted to \$1.3 billion in 1982. This figure amounted to approximately 10 percent of the state's expenditures or 1 percent of its gross state product for fiscal 1982. Thus, defense spending had a major impact on employment and related training programs in the state. Analyses of the supply and demand that various occupations will encounter due to defense spending were inconclusive because of extraneous factors. The researchers did, however, recommend a close monitoring of the following occupational categories: business and office occupations, assemblers, construction craft workers, mechanics, repairers and installers, and machinists. (Appended to this study are various displays of data concerning defense contract dollar distributions in Illinois for fiscal 1982.) (MN)

ED 242 982 CE 038 858

Mears, Ruth Ann Clements, Lynda

Sex Stereotyping and Sex Bias: A Study of Educators' Attitudes toward Vocational Home Economics Programs.

Louisiana Tech Univ., Ruston. Coll. of Home Economics.

Spons Agency—Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Pub Date—Dec 83

Note—86p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Access to Education, Administrator Attitudes, *Counselor Attitudes, Demography, Guidance Personnel, *Occupational Home Economics, Questionnaires, School Counseling, Secondary Education, *Sex Bias, Sex Fairness, Sex Role, *Sex Stereotypes, State Surveys, *Teacher Attitudes, *Vocational Education Teachers

Identifiers—*Louisiana

A study examined the attitudes of home economics teachers, guidance counselors, and principals toward vocational home economics programs. During the study, researchers administered a pilot-tested questionnaire to home economics teachers, principals, and guidance counselors at 182 secondary schools throughout Louisiana in 1982-83. Based on usable responses received from 32 percent of those receiving questionnaires, the researchers concluded that the respondents did not appear to be biased in their perceptions of home economics students, whether male or female. When advising students to take home economics classes, nine of those interviewed felt that the students' sex was an important factor to consider. The findings did indicate, however, that females were more frequently encouraged to take home economics courses than were males, and this did reflect sex bias. The researchers suggested that this contradiction may indicate that, although the respondents recognize that sex should

not affect a student's decision to take home economics, they nevertheless remain biased by a student's sex when they actually recommend courses. Because the respondents mentioned peer attitude and stereotypical views of home economics as the main reasons why more males do not enroll in home economics courses, the researchers recommended that efforts to increase male enrollment in home economics focus on altering students' attitudes and on communicating the content of home economics accurately. (The survey instrument is appended.) (MN)

ED 242 983 CE 038 859

Effects of Sexist Communication Patterns on Career Choices. Vocational Education Research Project.

Nicholls State Univ., Thibodaux, La.

Spons Agency—Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Pub Date—Nov 83

Note—39p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Choice, Comparative Analysis, Differences, Females, *High School Students, Influences, *Language Usage, Males, *Nontraditional Occupations, Questionnaires, Secondary Education, *Sex Bias, Sex Fairness, Sex Role, *Sex Stereotypes, State Surveys, Student Attitudes

Identifiers—Impact Studies, *Louisiana

A study examined the effects of sexist communication patterns on career choices. To gather data for the study, researchers constructed two separate questionnaires. The first questionnaire consisted of 48 items that were carefully worded to be sex-neutral. The second questionnaire contained sexist versions of the original 48 items. Altogether, 221 responses were received, of which 86 were from females and 135 were from males. Of the 109 sex-neutral questionnaires that were completed, 40 were completed by females and 69 were completed by males. Based on their analysis of these questionnaires, the researchers concluded that communication patterns do affect career choices. When presented with a sex-neutral job situation, the respondents were more likely to select the correct outcome than when presented with a sex-biased, but otherwise comparable, situation. Both male and female respondents were reluctant to place workers into nontraditional roles. Based on these findings, recommendations were made calling for further study and for evaluation of career guidance materials used in Louisiana for sexist wording. (Both questionnaires are appended.) (MN)

ED 242 984 CE 038 862

Kapp, Ann B. Knickerbocker, Addie H.

Computer Literacy Development. A Project Report.

Northeast Louisiana Univ., Monroe.

Spons Agency—Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Pub Date—Nov 83

Note—91p.

Pub Type—Reports - Descriptive (141) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, Computer Assisted Instruction, *Computer Literacy, *Computer Managed Instruction, *Computer Oriented Programs, *Computer Software, Educational Practices, Educational Technology, Elementary Secondary Education, Glossaries, *Inservice Teacher Education, Instructional Development, Instructional Materials, Literature Reviews, Media Selection, National Surveys, Postsecondary Education, Program Administration, Programing, Questionnaires, Resources, Teacher Workshops, *Vocational Education Teachers

Identifiers—Computer Literacy Develop Proj Research Training

The Computer Literacy Development Project in Research and Training in Vocational Education was a multi-phased project designed to determine the feasibility of changing the attitudes of vocational educators toward the use of computers, to identify the classroom and administrative applications of microcomputers, to determine the applications of microcomputers in vocational programs in other states, and to develop and implement a computer literacy workshop for vocational educators. After reviewing available literature and analyzing survey data detailing the responses of 45 state directors of

vocational education concerning the vocational classroom and administrative use of microcomputers in their respective states, the researchers developed and presented a teacher workshop at Northeast Louisiana University in Monroe, Louisiana. Included among the topics addressed during the workshop were the following: using and caring for computers, word processing, telecomputing, developing and using test banks, BASIC programming, and developing and implementing a database management system. (Appendixes to this report include the workshop materials; an annotated bibliography that covers such topics as children and computers, computer literacy, legal issues, software and hardware selection, and the use of telecomputing; the project survey instrument; and selected references from the project literature review.) (MN)

ED 242 985 CE 038 864

Continuing Education and the American Workforce.

National Advisory Council on Continuing Education, Washington, DC.

Pub Date—30 Sep 83

Note—35p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Adult Students, Agency Role, College Role, *Continuing Education, Data Collection, Demography, Dislocated Workers, *Economic Development, *Educational Needs, *Educational Policy, Educational Trends, Employer Attitudes, Federal Government, *Futures (of Society), Government Role, *Human Resources, Information Dissemination, Institutional Cooperation, Policy Formation, Postsecondary Education, Productivity, Public Policy, Retraining, Staff Development

Identifiers—United States

This report focuses on the current dynamics and greater potential of linking postsecondary continuing education activities to the training and retraining of the American workforce. Four issues were identified as central to adult education as it relates to human resource development and the improvement of the nation's economy. These issues are (1) the role of postsecondary institutions to worker education and training; (2) employer involvement in campus-based programs for adults seeking job- and career-related education and training; (3) increased collaboration by educators, employers, and employee representatives on training and retraining for the American workforce; and (4) the articulation of national policies for human resource development. The report cites relevant trends in demography, technology, and the nation's economic condition and the impact of these trends on postsecondary institutions and adult learners. The report concludes that continuing education is a fundamental link between American postsecondary education and the workplace and that continuing education and better national strategies for human resource development are fundamental to the improvement of the nation's economy, productivity, and competitiveness. (KC)

ED 242 986 CE 038 865

Relationship of Vocational Training to Occupational Opportunities by Sex of Person.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Pub Date—Jan 84

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Clerical Occupations, Computers, *Employment, *Females, *Males, *Nontraditional Occupations, Nontraditional Students, Postsecondary Education, Secondary Education, Sex Bias, Sex Fairness, *Sex Stereotypes, Technical Occupations, *Vocational Schools

Identifiers—Louisiana

This study contrasted current job situations and existing vocational training program enrollments for males and females within clerical, data processing, and technical areas of industry. All vocational schools located in the eight northern parishes of Louisiana were surveyed concerning the numbers of males and females enrolled in clerical, data processing, and technical specialty programs of study. Likewise, a representative number of companies located in the same parishes were randomly selected and surveyed concerning the numbers of employees by sex currently functioning within the representative vocational areas. Data were analyzed and showed that vocational-technical schools continue to train higher percentages of females than males for tradi-

tionally female-dominated career positions and have increased only slightly the percentages of females being trained for traditionally male-dominated career positions. The two exceptions to these practices were in programming, where there was a significant increase in percentages of females being trained for this traditionally male-dominated position, and in quantity foods, where there was a significant increase in percentages of males being trained for this traditionally female-dominated position. The findings suggest a trend whereby greater numbers of females are being trained for many of the traditionally male-dominated positions, although these numbers have not significantly reduced the current discrepancies that exist among males and females currently employed in these positions. At the same time, males are not moving into traditionally female-dominated positions. (Author/KC)

ED 242 987 CE 038 867

Zaharevitz, Walter

Pilots and Flight Engineers. Aviation Careers Series.

Federal Aviation Administration (DOT). Washington, DC. Office of Aviation Policy.

Report No.—GA-300-122

Pub Date—[80]

Note—16p.; For related documents, see CE 038 868-873.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aerospace Industry, *Aircraft Pilots, *Air Transportation, Aviation Technology, Career Development, *Career Education, *Employment Opportunities, Employment Projections, Employment Qualifications, Engineers, *Occupational Information, Postsecondary Education, Secondary Education, Wages

Identifiers—*Aviation Occupations

This booklet, one in a series on aviation careers, outlines the variety of careers available for airplane pilots and flight engineers. The first part of the booklet provides general information about careers for pilots and summarizes the information in a table. In the main part of the booklet, the following 11 job categories are outlined: flight instructor, corporate pilot, air taxi or charter pilot, commercial airplane or helicopter pilot, patrol pilot, ferry pilot, agricultural pilot, test pilot, airline pilot or captain, airline co-pilot or first officer, and flight engineer or second officer. For each job classification, information on the nature of the work, working conditions, where the jobs are, qualifications, wages, opportunities for training, and outlook for the future is provided. (KC)

ED 242 988 CE 038 868

Zaharevitz, Walter

Aviation Maintenance (Aircraft Mechanics & Aircraft & Instrument Repair Personnel). Aviation Careers Series. Revised.

Federal Aviation Administration (DOT). Washington, DC. Office of Aviation Policy.

Report No.—GA-300-123

Pub Date—80

Note—8p.; For related documents, see CE 038 867-873.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aerospace Industry, Air Transportation, *Aviation Mechanics, Aviation Technology, Career Development, *Career Education, Employees, *Employment Opportunities, Employment Projections, Employment Qualifications, *Occupational Information, Postsecondary Education, *Repair, Secondary Education, Wages

Identifiers—*Aviation Occupations

This booklet, one in a series on aviation careers, outlines career opportunities in aviation maintenance. The booklet provides the following information about aviation maintenance jobs: nature of the work, working conditions, where the jobs are, wages and benefits, opportunities for advancement, requirements to enter the job, opportunities for training, and outlook for the future. (The aviation maintenance job category includes aircraft mechanics and aircraft and instrument repair personnel.) (KC)

ED 242 989 CE 038 869

Zaharevitz, Walter

Airport Careers. Aviation Careers Series. Revised.

Federal Aviation Administration (DOT). Washington, DC. Office of Aviation Policy.

Report No.—GA-300-124

Pub Date—80

Note—9p.; For related documents, see CE 038 867-873.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aerospace Industry, *Airports, *Air Transportation, Aviation Technology, Career Development, *Career Education, Clerical Occupations, Employees, Employment Opportunities, Engineers, Managerial Occupations, *Occupational Information, Office Occupations, Postsecondary Education, Professional Personnel, Safety, Secondary Education, Technical Occupations

Identifiers—*Aviation Occupations

This booklet, one in a series on aviation careers, outlines the variety of careers available in airports. The first part of the booklet provides general information about careers at airports, while the main part of the booklet outlines the following nine job categories: airport director, assistant airport director, engineers, support personnel, airport servicepersons, terminal concessionaires, safety employees, fixed-base operators, and line persons. For each of these job classifications, information on the nature of the work, working conditions, where the jobs are, wages and benefits, opportunities for advancement, requirements to enter the job, opportunities for training, and outlook for the future is provided. A chart at the end of the booklet lists airports by states according to types of facilities. (KC)

ED 242 990 CE 038 870

Zaharevitz, Walter

Aircraft Manufacturing Occupations. Aviation Careers Series.

Federal Aviation Administration (DOT). Washington, DC. Office of Aviation Policy.

Report No.—GA-300-125

Pub Date—[80]

Note—17p.; For related documents, see CE 038 867-873.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aerospace Industry, Air Transportation, Aviation Technology, Career Development, *Career Education, *Employment Opportunities, Employment Projections, Employment Qualifications, Engineers, *Manufacturing Industry, *Occupational Information, Office Occupations, Paraprofessional Personnel, Postsecondary Education, Production Technicians, Scientists, Secondary Education, *Technical Occupations, Wages

Identifiers—*Aviation Occupations

This booklet, one in a series on aviation careers, outlines the variety of careers available in the aircraft manufacturing industry. The first part of the booklet provides general information about careers in the aerospace industry (of which aircraft manufacturing is one part), including the numbers of various types of workers employed in those careers in 1978 and the estimated numbers employed as of December 1979. The job categories under which the many types of workers are classified are also listed. In the second part, the following five job types of workers are classified are also listed. In the second part, the following five job categories are outlined: scientists and engineers, technicians, production workers, and other administrative and support personnel. For each of these job classifications, information on the nature of the work, working conditions, where the jobs are, wages and benefits, opportunities for advancement, requirements to enter the job, opportunities for training, and outlook for the future is provided. (KC)

ED 242 991 CE 038 871

Zaharevitz, Walter

Airline Careers. Aviation Careers Series. Revised.

Federal Aviation Administration (DOT). Washington, DC. Office of Aviation Policy.

Report No.—GA-300-126

Pub Date—80

Note—19p.; For related documents, see CE 038 867-873.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aerospace Industry, Airports, *Air Transportation, Auto Mechanics, Aviation Mechanics, Aviation Technology, Career Development, *Career Education, Clerical Occupations, *Employment Opportunities, Employment Projections, Employment Qualifications, Engineers, Food Service, *Occupational Information, Office Occupations, Postsecondary Education, Professional Personnel, Sales Occupations, Secondary

Education, Wages

Identifiers—*Airlines, *Aviation Occupations

This booklet, one in a series on aviation careers, outlines the variety of careers available in airlines. The first part of the booklet provides general information about careers in the airline industry, including salaries, working conditions, job requirements, and projected job opportunities. In the main part of the booklet, the following 22 job categories and their subcategories are summarized: flight dispatcher, meteorologist, schedule coordinator, station manager or agent, teletypist, reservations sales agent, ticket agent, ground attendant, skycap, air freight/cargo agent, passenger service agent, sales representative/account executive, district sales manager, ramp serviceperson, cabin maintenance mechanic, food service employees, ramp planner, auto mechanic, engineer, airline training instructor, administration personnel, and professional airline personnel. For each job classification, information on the nature of the work, working conditions, where the jobs are, qualifications, wages, opportunities for training, and outlook for the future is provided. The final section projects future employment opportunities in the airlines industry. (KC)

ED 242 992

CE 038 872

Zaharevitz, Walter

Government, Including: Air Traffic Controllers, Aviation Safety Inspectors, Airspace Systems Inspection Pilots, Accident Investigators, Electronics Technicians, Engineers, Meteorologists. Aviation Careers Series. Revised.

Federal Aviation Administration (DOT). Washington, DC. Office of Aviation Policy.

Report No.—GA-300-128

Pub Date—79

Note—36p.; For related documents, see CE 038 867-873.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aerospace Industry, Aircraft Pilots, Airports, *Air Transportation, Aviation Mechanics, Aviation Technology, Career Development, *Career Education, Employment Opportunities, Employment Projections, Employment Qualifications, Engineers, *Federal Government, *Government Employees, Local Government, *Occupational Information, Postsecondary Education, Public Agencies, Safety, Secondary Education, State Government, Wages

Identifiers—*Air Traffic Controllers, Aviation Occupations, Federal Aviation Administration

This booklet, one in a series on aviation careers, outlines the variety of careers in aviation available in federal, state, and local governmental agencies. The first part of the booklet provides general information about civil aviation careers with the federal government, including pay scales, job classifications, and working conditions. Following is a detailed summary of these nine job categories and their subcategories: air traffic controllers, electronic technicians, aviation safety inspectors, airspace system inspection pilots, flight test pilots, mechanics, engineers, engineering aids or technicians, and other professional employees. Most of the career opportunities described are available through the Federal Aviation Administration, the Department of Defense, or the National Aeronautics and Space Administration. For each job classification, information on the nature of the work, working conditions, where the jobs are, qualifications for entry, wages, opportunities for training, and outlook for the future is provided. The final sections of the guide discuss career opportunities at other federal agencies and state aviation departments and the outlook for aviation opportunities in government. (KC)

ED 242 993

CE 038 873

Zaharevitz, Walter

Flight Attendants. Aviation Careers Series. Revised.

Federal Aviation Administration (DOT). Washington, DC. Office of Aviation Policy.

Report No.—GA-300-127

Pub Date—Apr 80

Note—9p.; For related documents, see CE 038 867-872.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aerospace Industry, *Air Transportation, Career Development, *Career Education, Employees, *Employment Opportunities, Employment Projections, Employment Qualifications, *Occupational Information, Postsecondary

Education, Secondary Education, Wages

Identifiers—*Airplane Flight Attendants, *Aviation Occupations

This booklet, one in a series on aviation careers, outlines the career opportunities of airline flight attendants. General information about airline hiring policies for flight attendants are discussed, and the following information about the flight attendant job classification is provided: nature of the work, working conditions, where the jobs are, wages and benefits, opportunities for advancement, requirements to enter the job, opportunities for training, and the outlook for the future. A list of names and addresses of major airlines completes the booklet. (KC)

ED 242 994

CE 038 875

Swartz, Barbara

Family Planning Legislation. Report on a Survey. EURO Reports and Studies 85.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Spons Agency—United Nations Fund for Population Activities, New York, N.Y.

Report No.—ISBN 92-890-1251-X

Pub Date—83

Note—90p.

Available from—WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abortions, *Adolescents, Contraception, *Family Planning, *Foreign Countries, *Legislation

Identifiers—Greece, Italy, *Mediterranean Region, Morocco, Portugal, Spain, Tunisia, Turkey

This study reviews and analyzes family planning legislation in seven countries of the Mediterranean region: Greece, Italy, Morocco, Portugal, Spain, Tunisia, and Turkey. Part 1, a general review, specifically focuses on the role of religion in the development of family planning programs, laws with an indirect effect on family planning (minimum age of marriage, polygamy, divorce, incentives and disincentives), laws with a direct effect on family planning (contraception, voluntary sterilization, induced abortion), and teenagers and family planning (family planning services, voluntary sterilization, induced abortion, sex education). Part 2 contains country profiles of the seven countries involved in the study. Recommendations specific to the country conclude each profile. Part 3 offers conclusions and recommendations regarding legislation with an indirect effect on family planning, legislation with a direct effect on family planning, family planning for adolescents, and conferences. Appendices include a bibliography, a summary of laws affecting family planning, and population facts. (YLB)

CG

ED 242 995

CG 017 333

Jenkins, Adelbert H.

Attending to Self Activity in the Afro-American Client.

Pub Date—Aug 83

Note—18p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Blacks, Cognitive Style, *Counseling Techniques, *Counselor Client Relationship, *Cultural Traits, Empathy, Humanism, Psychotherapy, *Self Concept

Identifiers—Client Characteristics, Self Awareness

Recent literature which proposes a more active therapeutic stance with Afro-American clients is consistent with general trends in clinical theory. Therapists are beginning to appreciate the usefulness of the concept of the "self." Rychlak (1979) notes that a humanistic approach in psychology emphasizes the importance of an introspective point of view in understanding human behavior. It is impossible to account for human behavior without taking the actor's perspective into account. In a similar vein, Kohut (1977) stresses the importance of the empathy of parents for a child's needs, and of the therapist in the therapeutic situation. A theoretical and technical position that emphasizes empathic sensitivity to the client's experience is particularly

useful in considering the experience of Afro-Americans. Minority clients' early disenchantment in therapy may reflect the failure of therapists to appreciate and respond empathically to the specific introspective point of view that the black client brings to therapy. (MCF)

ED 242 996

CG 017 363

Gibbs, Jewelle Taylor

Psychosocial Factors Associated with Depression in Urban Adolescent Females: Implications for Assessment.

Pub Date—Apr 83

Note—19p.; Revision of a paper presented at the Annual Meeting of the Western Psychological Association (63rd, San Francisco, CA, April 16-20, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Depression (Psychology), *Females, High Schools, *High School Students, Stress Variables, Urban Population, *Urban Youth

Identifiers—Beck Depression Inventory, Mooney Problem Check List, Offer Self Image Questionnaire

Despite an increased interest in adolescent depression from theoretical and clinical perspectives, there have been few attempts to investigate depression in non-clinical populations. To identify demographic, sociocultural, and behavioral factors related to adolescent depression in a non-clinical population of urban adolescent females, a racially and socioeconomically heterogeneous sample of 116 girls was recruited from San Francisco public high schools. The subjects completed the Beck Depression Inventory, the Mooney Problem Check List, the Offer Self-Image Questionnaire (female form) and an adolescent biographical questionnaire. Results showed that 23 percent of the respondents were moderately to severely depressed, and 39 percent reported occasional suicide ideations. Level of depression was found to be significantly related to mother's occupation (if low status), geographical mobility (four or more moves), and number of self-reported problems. Age, race, religion, parental marital status, father's occupation, and number of siblings were not significantly related to depression level. The number of problems reported on the Mooney Problem Check List was much higher than is usually reported in high school samples. Subjects reported the highest mean number of problems on the following scales: finances, living conditions and employment, adjustment to school/work, the future, personal-psychological relations, and home and family. Lowest mean number of problems was associated with social and recreational activities, health and physical development, and courtship, sex and marriage. (JAC)

ED 242 997

CG 017 364

Griffin, Barbara

Sex-Fair Counseling Practices: A Descriptive Analysis.

Pub Date—83

Note—18p.; Best copy available.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affirmative Action, *Career Guidance, *Compliance (Legal), Counselor Performance, Knowledge Level, Nontraditional Occupations, *School Counselors, Secondary Education, *Sex Fairness

Identifiers—*Title IX Education Amendments 1972

Title IX of the Education Amendments of 1972 challenged school counselors to provide sex fair guidance and counseling practices. To determine Connecticut counselors' compliance with the law, and to examine factors affecting their compliance, 147 secondary school counselors completed surveys. The questionnaire was designed to examine counseling procedures, programs, and materials used with female students to determine counselors' factual knowledge and attitudes toward women and work, and to determine their attitudes toward the social, educational, and economic roles of women. The results indicated that the majority of counselors possessed above average knowledge of women in the current labor force and endorsed positive attitude statements regarding the roles of women, with females endorsing positive attitudes more often than their male colleagues. The most widely used career inventories and tests included the Kuder Interest Survey and the Strong Campbell Interest In-

ventory, which have been revised in an effort to reduce sex role stereotyping. However, almost half of the counselors had not reviewed their materials for indication of sex bias. The vast majority of counselors had not conducted any workshops aimed at reducing the negative impact of sex role stereotyping on female students. Nearly all the counselors, however, had employed techniques to attract opposite sex students to enroll in traditionally same sex classes, and consistently indicated the use of sex fair counseling practices in their daily interactions with female students. The findings indicate that counselors do understand the importance of sex fair practices; however, counselor educators may need to provide opportunities for counselors to develop the leadership skills necessary to become active agents for change. (JAC)

ED 242 998

CG 017 365

Shields, Stephanie A.

The Concept of Self in Emotion Theory.

Pub Date—Aug 83

Note—8p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, *Emotional Experience, *Emotional Response, Schemata (Cognition), *Self Concept

Identifiers—*Emotion Theory, *Self Awareness

Despite disagreement on other fundamental issues, most contemporary theories of emotion suggest that one consequence of emotional experience is some profound, if temporary, change in the way in which the self is experienced in the emotion-evoking situation. Both clinical and laboratory data have demonstrated the power of self-focused attention to determine the quality of experience. Self-focused attention, in turn, reflects the operation of a hypothesized cognitive structure (the self-schema) which directs the processing of information relevant to the self. The self-schema appears to play a powerful role in directing attention, retrieval, and other aspects of information processing. When the self-schema is activated, experience becomes intensified; when attention is directed away from the self, there is a corresponding attenuation in intensity of experience. If the operation of the self-schema is more closely examined, it should be possible to determine that in those situations in which self-focused attention occurs, experience has an emotional character. Emotional experience needs to be redefined in terms of self-awareness because the relationship between emotion as it is immediately experienced (felt emotion) and other emotional processes has not been spelled out adequately in either the theoretical or research literature. There is evidence implicating self-awareness as a crucial variable in determining felt emotion. There is insufficient evidence that any other construct can be as broadly or productively applied to a description of felt emotion. (JAC)

ED 242 999

CG 017 366

Barber, Clifton E. Turner, Joseph G.

Cohort and Gender Differences in Measures of Self-Esteem among Members of Three Generational Families.

Pub Date—19 Nov 83

Note—22p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, Cohort Analysis, Developmental Psychology, *Family (Sociological Unit), *Family Structure, Group Dynamics, Group Unity, Individual Power, *Self Esteem, *Sex Differences

Identifiers—*Multigenerational Relationship

Although self-esteem (SE) has been studied across the life span and across social groups, few studies have focused on the changes in self-esteem within a social group. To investigate the cohort and gender differences in SE in three-generational families (child, parent, grandparent generations), 6 members of 47 families (282 individuals) completed questionnaires assessing two operationalized factors of SE, i.e., power and worth. Each subject completed a modified semantic differential scale five times, to compare him/herself with each of the other five family members (adolescent siblings, parents, and grandparents). An analysis of the results

showed that for all cohorts and both sexes, measures of worth were more stable across familial significant others than were measures of power. The parent generation was highest in stability of SE, while the younger generation was lowest in stability. The power dimension of SE reflected societal stereotypes, with fathers and grandfathers ranking the highest in the power dimension and female adolescents ranking the lowest in power. Since these results suggest that the middle generation father is the most influential member within intergenerational relationships, therapeutic intervention may wish to focus on his function and role, as a basis for group dynamic changes. (BL)

ED 243 000

CG 017 367

Kahana, Boaz And Others

Methodological Issues in Studying Elderly Populations: Looking at Survivors of the Holocaust.

Pub Date—Nov 83

Note—16p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aging (Individuals), Coping, Emotional Adjustment, Ethics, Interviews, Life Style, *Older Adults, Opinion Papers, *Research Methodology, *Research Problems, *Sampling, Social Science Research, Stress Variables, Vocabulary

Identifiers—*Holocaust

To investigate the coping skills and adaptational outcomes among elderly survivors of the holocaust and a comparison group of aged individuals who did not endure extreme stress requires overcoming several methodological challenges. First, stress must be defined to include the personal meaning or evaluation of the sources of stress and its cumulative impact on the individual. Second, a scientifically sound sample must be selected by overcoming specific procedural obstacles, including universe identification, sampling bias, and gaining access to the population and control groups. The universe from which the sample is to be drawn must be identified, which may prove difficult in light of the poor enumeration of survivors. Volunteer bias in samples of survivors is potentially very high due to the prevalence of denial, as a means of defending against stress, in this population. The reluctance of survivors to participate may be the result of a variety of fears, including fear of reopening old wounds, stigma, self-disclosure, trivializing the experience, and misuse of information. Therefore, gaining access to survivors can be facilitated through sensitivity to their psychological needs. Finally, obtaining an adequate control group may be difficult due to the specificity of the population under study. Multiple comparison groups may be more appropriate. The third methodological challenge, carrying out interviews with survivors, has its own inherent obstacles, including problems of recall and structure. Clinically and ethically, interviewers must be experienced with exceptional populations and must be able to portray empathy, while remaining personally and emotionally uninvolved. (BL)

ED 243 001

CG 017 368

Watson, Carol

Motivational Effects of Feedback and Goal-Setting on Group Performance.

Pub Date—Aug 83

Note—11p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, College Students, *Feedback, *Group Behavior, Group Dynamics, Higher Education, *Job Satisfaction, Males, *Motivation, *Performance, Performance Factors

Identifiers—*Goal Setting

In studies examining the impact of performance information on motivation, both feedback and goal setting have been found to improve performance. To explore the generalizability of E. A. Locke's (1968) theory of task motivation to groups, 180 male masters of business administration (MBA) students were randomly organized into 60 three-person groups. Each group solved four simple reasoning problems during four consecutive rounds, in which the motivational effects of three levels of feedback (group performance compared with a standard, no standard, and no feedback), and two levels

of goal setting (explicit, and no goal setting) were manipulated. An analysis of the results showed that explicit goal setting improved group performance with or without feedback. Neither type of feedback alone helped performance, but both types negatively affected either goal selection or satisfaction with performance. Groups receiving the comparison standard set a goal of trying to beat the average team rather than the best team, and since the average was beat in the first round, the standard did not serve to challenge the groups. Groups in the feedback only/no goal setting condition reported the least satisfaction with group performance. The findings strengthen the conclusion that goal setting rather than feedback energizes performance. (BL)

ED 243 002

CG 017 369

Trent, James R. And Others

Religious Orientation and Mental Health Measured by the Minnesota Multiphasic Personality Inventory.

Pub Date—Nov 83

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Depression (Psychology), Higher Education, *Mental Health, *Personality Traits, *Religion, *Religious Factors, Values

Identifiers—*Minnesota Multiphasic Personality Inventory

While previous research has provided varied findings about the effect of religion on people and society, no final conclusion has been drawn about the effect (either positive or negative) of religion on personal mental health. For this research project on how people with different levels of religiousness would score on the Minnesota Multiphasic Personality Inventory (MMPI), 62 Florida college students, with a median age of 21, completed the MMPI (50 usable inventories were produced). The subjects then rated and ranked ordered eight values (leisure, friends, financial security, power, social recognition, religion, career, and family). Based on the rank of religion in the hierarchy, subjects were divided into three levels of religiousness: high, N=23; moderate, N=11; and low, N=16. An analysis of the results showed no more psychopathology among high religious students than among low religious students. Only on the depression scale did high religious students score significantly lower than the moderate and low religious students. While it cannot be automatically inferred that low religious people are more depressed, the findings suggest the presence of several variables which appear to boost morale and self esteem in high religious people. (BL)

ED 243 003

CG 017 370

Hanlon, Martin D.

Age and the Commitment to Work.

Pub Date—20 Nov 83

Note—40p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Age Differences, *Employees, Employment, *Job Satisfaction, *Predictor Variables, Prestige, Work Attitudes, Work Environment

Identifiers—*Commitment, Job Involvement

Although age and work commitment have been correlated positively in previous studies, the studies have not clearly defined whether it is age per se or the correlates of age (job tenure, length of service) which account for the commitment. To investigate the relationship between age and various indicators of commitment to work (job involvement, work role, noneconomic orientation to work, and work effort) among a nationally representative sample of the adult working population in the United States, data from 1,311 nonfarm wage and salary employees from the 1977 Quality of Employment Survey, were analyzed. Dimensions of work commitment and the predictor variables of sex, job tenure, income, education, age, and occupational prestige were considered. The results showed that older workers were indeed more committed to their jobs than were their younger counterparts, although the differences between age groups were small. However, within the multivariate framework, age had little independent effect on work commitment. For work role involvement, older workers below retirement age scored significantly lower than younger workers. Workers beyond retirement age scored relatively high on work role involvement, suggesting

that this group of workers was highly motivated. Both job satisfaction and occupational prestige were strong predictors of work commitment. The data suggest that those who view increased work commitment as a policy goal should focus on a means to improve job satisfaction. (Author/BL)

ED 243 004 CG 017 371

Gilewski, Michael J. Schaie, K. Warner
Short-Term Longitudinal Changes in Memory, Intelligence and Perceived Competence in Older Adults.

University of Southern California, Los Angeles.
Ethel Percy Andrus Gerontology Center.

Spons Agency—National Inst. on Aging (DHHS/NIH), Bethesda, MD.

Pub Date—Nov 83

Grant—NIA-AG-00133

Note—14p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Aging (Individuals), *Competence, Developmental Tasks, *Intelligence, Intelligence Tests, Longitudinal Studies, *Memory, Middle Aged Adults, *Older Adults, Q Methodology, Young Adults

Identifiers—Adult Mental Health Abilities Test Battery

Previous research on intelligence and aging has relied on tests developed for younger adults, which often incorporate many factors that could impede optimal performance in elderly populations. To investigate short-term longitudinal changes in memory, intelligence, and perceived competence in everyday situations among older adults, 227 adults were tested. Seventy-four subjects were middle-aged (55-64, MA), 95 were young-old (65-74, YO), and 58 were old-old (75-84, OO). They completed the Adult Mental Abilities test battery, three word-list tasks and a paragraph task, and the Q-Sort (Scheidt and Schaie, 1978). The tests were administered twice, with a 3-year interval. An analysis of the results showed that in general the MA group scored highest on all measures, while the OO group scored lowest. Sex differences were found for the three word-list tasks, with women remembering more than men. For the spatial tests, men performed better than women. For the time of measurement effects, scores for immediate and delayed recall were significantly higher in the second administration, while word series skills decreased over the time span. Recognizing vocabulary decreased with time for the YO group. Spatial test performance increased over time for the MA group and decreased for the OO group. The YO group performance decreased significantly only for object rotation. For the social dimension, perceived competence increased across all age groups. The MA group rated themselves as active and uncommon, while the OO group rated themselves as passive and common. Women rated themselves as more competent than men in social, common, and supportive situations; men rated themselves as more competent than women in nonsocial, uncommon, and depriving situations. Overall, perceived competence correlated with changes in memory and intellectual abilities. (BL)

ED 243 005 CG 017 372

Book, Robert M.
Management of the Child with an Attention Disorder in the School Setting.

Pub Date—[Aug 83]

Note—11p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Guides—Non-Classroom (055)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Attention Deficit Disorders, Behavioral Objectives, *Behavior Modification, Case Studies, Children, *Classroom Observation Techniques, Classroom Techniques, Data Collection, Elementary Education, *Emotional Disturbances, *Hyperactivity, Psychological Testing, School Psychologists

This guide describes a management system for dealing with hyperactive, disruptive children within the classroom setting. The first step in the process involves a 45-minute classroom observation of the referred child by the psychologist. The psychologist collects frequency and duration baseline data on four classes of behavior: off task, talking out, out of

seat, and other behaviors as determined by teacher input. The second step in the process involves psychological testing, which is undertaken to individualize the intervention program. The third step is psychosocial classroom intervention, involving several academic and counseling approaches. Based on the outcomes of the field test intervention, placement decisions are made from four action choices: no further intervention, in class support only, self-contained placement, or regular class placement with medication. After placement, maintenance observations are carried out once per month. Three case studies are included to illustrate application of the management system. (BL)

ED 243 006 CG 017 373

Kivett, Vira R. Atkinson, Maxine P.

Kin Group Solidarity among the Aged.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date—Oct 83

Grant—NCARS-13644

Note—21p; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October, 11-15, 1983). For related document, see ED 241 875.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Affection, *Family Involvement, Family Structure, Health, *Helping Relationship, *Kinship, *Older Adults, *Predictor Variables, *Proximity, Rural to Urban Migration, Social Support Groups

The theoretical model of Bengtson et al (1976) for the measurement of intergenerational solidarity proposes that dependency needs and residential proximity modify helping behavior, while filial responsibility mediates the effects of residential proximity. To examine the relative importance of the model in predicting parent/child solidarity among a southeastern United States older population in rural to urban transition, data collected from 321 adults, aged 65 to 96 (38% male, 94% white) were analyzed. Everyone 65 years or older, within the selected area, (82% response rate) was interviewed using a questionnaire designed to assess family solidarity (association, affection, and consensus) across seven categories of kin. In depth information on kin focused on the relative with whom there was the most contact. The results supported the Bengtson et al model of family solidarity, as measured through association, consensus, and affection. However, only affection and consensus were significantly correlated. The extent of the exchange of helping behavior between older parents and children was a better predictor of family cohesiveness than was sex of the child, dependency needs of the parent, or the extent of telephoning and writing. Older parents who reported higher levels of mutual help, who had more positive attitudes toward their own aging, who were more likely to envision children as reasonably responsible to them in illness, financial duress and loneliness, and who had educational backgrounds similar to those of their offspring, reflected higher family solidarity than others. (BL)

ED 243 007 CG 017 374

Preter, James L.
Borderline Personality Disorder: Too Complex for Cognitive Therapy?

Pub Date—Aug 83

Note—41p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Behavior Problems, Cognitive Processes, *Cognitive Restructuring, Counseling Objectives, *Counseling Techniques, *Counselor Role, *Personality Problems, *Psychological Needs, Psychotherapy, State of the Art Reviews

Identifiers—*Borderline Personality Disorder, Client Characteristics

Historically, the literature on psychotherapy with borderline personality disorder has been based on object-relations theory or psychoanalytical approaches, rather than cognitive and behavioral approaches. In clinical assessment, the term borderline has been used to refer to patients with both neurotic and psychotic symptoms, a particular type of personality organization, or individuals who do not fit any other diagnostic category. To resolve the confusion, the Diagnostic and Statistical Manual of Mental Disorders, Third Edition (1980) has

established diagnostic criteria for borderline individuals which take into consideration the individual's long term functioning as well as periods of acute disturbance. Borderline personality disorder is characterized by limited basic assumptions, dichotomous thinking, and a weak sense of identity, all of which together form a mutually reinforcing and self-perpetuating system. Cognitive therapy with this population must be modified to allow for the difficulties borderline individuals have with relationships, goal setting, transference, and short term treatment. The therapist must strive for a calm, methodical approach, resisting the tendency to respond to each new crisis. Specific cognitive-behavioral techniques include establishing a trusting relationship, setting specific guidelines for behavior, and focusing on concrete behavioral goals. Behavioral experiments can be used to test limited assumptions and dichotomous thinking, while exploring advantages and disadvantages of various actions can aid impulsive behavior, power struggles, and fear of change. Identity building can be facilitated through feedback and identification of positive traits. Termination of therapy should always be a joint, well-reviewed decision. (BL)

ED 243 008 CG 017 375

Yeo, Gwen

Education for Life Transition among Elders.

Pub Date—83

Note—24p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports—Descriptive (141)—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), *Community Education, *Gerontology, Lifelong Learning, Life Satisfaction, Males, *Older Adults, Program Descriptions, Program Design, Quasiexperimental Design, *Retirement

Identifiers—*Life Transitions

Community-based educational programs for older adults are difficult to evaluate due to randomization and control factors. In order to investigate, under a quasi-experimental research design, the contribution of an educational program on retirement issues to participants' quality of life, and to study the program enrollment patterns, 21 people participated in an informal lecture/discussion class aimed at maximizing awareness of options in retirement. Participants were 13 male retired veterans, 7 of their wives, and 1 female friend, aged 66 to 83, from a broad range of occupational backgrounds. The curriculum was based on a literature review and interviews with a sample of retired veterans from the outpatient Palo Alto Veterans' Medical Center. To assess the effects of course participation on retirement adjustment, subjects and interested but not enrolled control group members completed pre- and post-class measures of change including three affective measures (Retirement Descriptive Index, Life Satisfaction Index A, and a likert-type inventory on retirement adjustment), and a cognitive measure covering information on the options for retirement. An analysis of the results showed that the class influenced the participants' satisfaction with their activities but not their quality of life or retirement adjustment. On the cognitive dimension, participants significantly increased their knowledge of option areas. Participants evaluated the interaction and discussion format of the class, the materials on attitudes toward aging, and the myth of senility as being most valuable. Enrollment patterns showed that individuals who had previous success in educational activities were most likely to participate. (The class syllabus is appended.) (BL)

ED 243 009 CG 017 376

Noll, Robert B. Zucker, Robert A.

Developmental Findings from an Alcoholic Vulnerability Study: The Preschool Years.

Pub Date—Aug 83

Note—25p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Alcoholism, Cognitive Processes, Developmental Tasks, *Etymology, *High Risk Persons, Identification, Knowledge Level, Longitudinal Studies, Males, Parent Child Relationship, *Preschool Children, Preschool Education

Alcoholism has repeatedly been implicated in

many significant social and health problems, yet little is known concerning etiology before age 12. As part of a longitudinal project to investigate alcoholism etiology in preschool children, a study was undertaken which compared families with male preschool children who are statistically at high risk for becoming alcoholic adults (N=9) to a sample of same-aged community control peers (N=9). (Male preschool children are "high risk" if they are the offspring of untreated, alcoholic fathers.) Home interviews and standardized tests were utilized to assess each child's developmental functioning including: activity level; mood; aggression; attention span; concept formation, using Piagetian-like tasks to determine knowledge of alcoholic beverages; and parent-child interaction. Parents completed the self-administered Short Michigan Alcoholism Screening Test (SMAST) and a drinking and drug history. An analysis of the results showed that control boys performed significantly better on indices of language, personal/social, fine motor, and adaptive development than did their at-risk peers. On tasks designed to assess knowledge of alcoholic beverages, the high risk boys had earlier and more sophisticated cognitive structures related to the concept of alcohol than did the control boys. No significant differences were found on parent report measures of temperament or child behavioral symptomatology. The data suggest that education programs about alcohol and its uses could appropriately begin with kindergarten, matching the child's emerging cognitive abilities. (BL)

ED 243 010 CG 107 377

Mahoney, Diane Feeney

The Development of an Innovative Health Educational Program for the Well Elderly.

Pub Date—20 Nov 83

Note—13p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Community Programs, Consumer Education, Gerontology, *Health Education, *Nurse Practitioners, *Older Adults, Program Descriptions, *Program Design, Screening Tests Identifiers—Massachusetts, Wellness

This paper describes a nurse practitioner directed health center education program for senior citizens in Medford, Massachusetts. The planning process, including needs and location decisions, is defined, and a summary of needs survey data on the population is offered, including health problems (medication problems, lack of exercise, depression, and sleep difficulties), and subjects of interest to potential program participants (general health information, taking medication safely, normal patterns of aging, the body and how it works). The theoretical framework for program direction, incorporating biophysical, psychosocial, and socioeconomic needs, is described, and the educational framework of the program is presented. An accompanying case example from the normal patterns of aging component, focusing on common skin changes, is included. Outreach interventions and monthly community programs are highlighted, focusing on techniques to overcome initial negative reactions to the program. The overall program design concept, as a continuity model contrasted with a variety model, is discussed with an emphasis on the benefits of the continuity model, e.g., familiarity, flexibility, ongoing support. The paper concludes with an evaluation of the health education program and conclusions about its effectiveness. A monthly calendar of program topics, and a listing of health screenings, along with the number of attendees for each, is appended. (BL)

ED 243 011 CG 107 378

Worland, Julian

Childhood Family Interaction and Young Adult Outcome in Children at Risk.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.

Pub Date—Aug 83

Grant—NIMH-MH-12043; NIMH-MH-24819; NIMH-MH-50124

Note—26p; Paper presented in the symposium "Competent Children of Disturbed Parents: Studies in Invulnerability" at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Etiology, Family Characteristics, *Family Environment, Family Influence, *High Risk Persons, Individual Characteristics, *Interpersonal Competence, Longitudinal Studies, *Mental Disorders, Parent Child Relationship, Physical Health, Young Adults

The role of family life in the production or prevention of emotional problems in offspring is a controversial topic. To determine in what ways family competence in childhood might be associated prospectively with freedom from psychiatric symptoms in young adulthood for children at risk, three groups of families from the St. Louis Risk Research Project participated in a longitudinal study of family dynamics. The families included 25 families of parents with mental disorders, 10 families of parents with physical illness requiring prolonged hospitalization, and 21 families with non-ill parents. When the children averaged 8 years old, an interview was conducted with the family to rate family competence on 19 variables which were reduced to five factors: conflict, undercontrol, estrangement, father overcontrol, and impoverishment. Offspring were administered the Diagnostic Interview Schedule when they were at least 18 years old. An analysis of the data using structured equation methodology showed that parental illness increased family incompetence and family incompetence in turn increased offspring symptoms. However, only parental mental disorder and offspring symptoms were significantly correlated. The findings indicate that the competent young adult offspring of disturbed parents is competent because the parent's illness did not affect the quality of family functioning, and that symptoms of psychopathology in young adulthood may be related to having lived in a dysfunctional family. (Diagrams of the hypothesis testing models are appended.) (BL)

ED 243 012 CG 107 379

Bisland, James H. Munger, Richard

A Qualitative Study of Attitudes toward Mental Illness: Implications for Public Education.

Spons Agency—Ohio State Dept. of Health, Columbus.

Pub Date—Aug 83

Grant—80-105

Note—48p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adults, *Community Attitudes, Deinstitutionalization (of Disabled), *Mental Disorders, Mental Health Programs, Negative Attitudes, *Professional Personnel, Public Affairs Education, Public Opinion, Public Support, Q Methodology

Identifiers—Ohio, Qualitative Studies

Efforts to foster mental health care in society have always been hampered by the stigma attached to mental illness. To identify differential patterns of attitude hierarchies among people who live in or provide mental health services in a typical urban area, 54 adults participated in a Q methodology study of their attitudes toward mental illness. The subjects were 18 to 55 years of age and over, and had educational backgrounds from non-high school degrees to college graduates; 26 were community mental health center professionals from the Toledo, Ohio area. In a stepwise progression subjects sorted statement cards into rank order patterns (Q sorts) which were then factor analyzed into clusters of persons (Q types) according to the correlates of their card sorting behavior. These new empirically derived models were then compared with theoretical models held by mental health professionals. An analysis of the results identified two archetypal models of opinion held by two different age groups: pessimistic egalitarians and optimistic environmentalists. Pessimistic egalitarians were found to be significantly younger and more accepting of a medical model of mental illness, in which all races and classes are presumed to be equally at risk. Optimistic environmentalists tended to the mental illness to socio-cultural problems such as poverty and discrimination. The egalitarians were also much more likely than the environmentalists to believe that most people hold a stereotypical view of the mentally ill as dirty, dangerous, and unpredictable; the environmentalists were more hopeful about the attitudes of their fellow man. The findings point out the complexities in the task of educating the community for involvement and support for community mental

health programs. (Tables presenting residents' and professionals' Q sorts and Q types are appended.) (Author/BL)

ED 243 013 CG 107 380

Pfeiffer, Steven I.

The School Psychologist in a Department of Pediatrics.

Pub Date—Mar 83

Note—8p.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Counseling Techniques, Employment Opportunities, Job Skills, *Pediatrics, Postdoctoral Education, Psychological Services, *School Psychologists, *Specialization

Identifiers—*Pediatric Psychology

The field of pediatric psychology is a relatively new and emerging specialty, with medical center departments of pediatrics increasingly employing child-oriented psychologists. Since there are no doctoral programs in pediatric psychology, school psychologists with specialized internship training in pediatric psychology are well qualified for these positions. The most frequently seen clinical problems are learning disabilities, conduct disorders, mental retardation, developmental delays, medically-related disorders, neuroses, and adjustment reactions. Service priorities focus on assessment, treatment, consultation, and research, in that order. The assessment techniques stressed in pediatric psychology include intelligence, personality, and developmental measures; interviews; achievement tests; and neuropsychological measures. Intervention strategies focus on short term behavioral techniques, parent counseling, and play, group, and/or family therapy. In contrast to typical school psychologist roles, the pediatric psychologist is engaged in working with handicapped children, very young children, and chronically ill children, in the areas of behavioral medicine, and in collaboration with medical personnel. Employment opportunities are on the rise as new medical models involve psychology in health care. (A list of 20 medical facilities offering postdoctoral training in pediatric psychology is appended.) (BL)

ED 243 014 CG 107 381

Dimond, Margaret. And Others

The Role of Social Support in the First Year of Bereavement in an Elderly Sample.

Spons Agency—National Inst. on Aging (DHHS/NIH), Bethesda, MD.

Pub Date—[82]

Grant—NIA-R01-AG02193

Note—34p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Coping, Death, *Depression (Psychology), Grief, Models, *Older Adults, Psychological Characteristics, *Social Support Groups, Stress Variables, *Widowed

As part of a longitudinal study of bereavement among the elderly in Salt Lake City, a conceptual model was developed that suggests that age, sex, socioeconomic status and number of years married will influence the bereaved individuals' perception of the stressfulness of the spouse's death and their ability to cope with it. To describe the role of social support in an elderly sample during the first year of bereavement using the model, 192 adults (mean age, 67.5; mean years married, 39.6) were interviewed or completed questionnaires assessing life satisfaction, depression, perceived health, coping, stress, and social support. Data were collected at 3 and 8 weeks and at 6, 12, 18, and 24 months. Analysis of results for the first year post-bereavement showed that both the structure and the quality of social support networks played a significant role in the first year. At 3 weeks of bereavement, sex (females), age (older persons), and years married (greater number) correlated significantly with social support. Coping correlated with feelings of closeness and the quality of network interactions. At 1 year of bereavement, the size of the social support network was positively related to perceived coping, and the density of the network was inversely related to health. Opportunity to express feelings, perceived closeness, and quality of interaction significantly related to higher life satisfaction, better coping ability, better reported health, and lower depression. Coping and depression levels at 3 weeks of bereavement were the strongest predictors of later coping abilities and depression levels. (BL)

ED 243 015

CG 107 382

Dail, Paula W. Johnson, James E.
Measuring Change in Undergraduate Student's Perceptions about Aging Using the Palmore Facts on Aging Quiz.

Spons Agency—Wisconsin Univ., Madison. School of Family Resources and Consumer Sciences.
 Pub Date—Oct 83

Note—16p.; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983). An earlier version of this paper was presented at the Annual Meeting of the Wisconsin Council of Family Relations (Stevens Point, WI, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aging (Individuals), *Aging Education, College Students, Higher Education, *Knowledge Level, *Outcomes of Education Identifiers—*Facts on Aging Quiz (Palmore)

Perceptions of the aging process are of vital concern to the study of life span development. To investigate the effect of formal instruction about the aging process on students' perceptions, and to examine the relationship between performance on the Facts on Aging Quiz (FAQ) and respondent variables (age, sex, school rank and major, course participation, and performance), 122 predominantly female college students, evenly divided into either an experimental or a control condition, completed the FAQ before and after completing courses in human development. The experimental group participated in a course on human development from middle childhood to old age, including a weekly lecture, discussion group, or volunteer experience. The control group participated in a child development course with no reference to the adult aging process. An analysis of the results showed that for the experimental group, students' perceptions of the aging process became more accurate as a result of obtaining information about aging. Students in the control group showed no change in their perceptions of aging. All correlations between performance on the FAQ and respondent variables were not significant. To obtain full use of the FAQ as an educational assessment tool the content domain needs to be broadened to be more representative of generalized knowledge about aging. (BL)

ED 243 016 CG 017 383

Grasha, Anthony F. Levi, Laurie
Radio Talk-Show Psychology: Teaching-Learning and Professional Issues.

Pub Date—Aug 83

Note—31p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audience Participation, *Learning Experience, Mental Health Programs, Opinion Papers, *Program Design, *Programing (Broadcast), Psychologists, *Psychology, Radio, *Responsibility, Standards

Identifiers—*Professional Ethics

This paper, written for mental health professionals, focuses on learning, teaching, and professional issues in radio talk show psychology. The discussion focuses on the educational aspects of media psychology, including learning about others' behaviors and problems and alternative points of view, the role and behavior of professionals, how to handle problems and make better decisions, and the availability of help for problems. Teaching issues of importance to the program host, such as maintaining variety in the show's format, keeping topics and comments concrete and less abstract, maintaining enthusiasm and effective timing, confronting irrational beliefs, and dealing with role conflict, are presented. Professional issues including appropriateness of the radio format for principles of psychology, the seriousness of callers' concerns, the potential dangers in giving advice to anonymous callers, and professional image are individually addressed. The paper concludes with a discussion of the implications of radio talk show psychology for the domain of undergraduate courses, in which students are taught self-help skills. (BL)

ED 243 017 CG 017 384

Kramer, Deirdre A.
A Developmental Investigation of Relativistic and Dialectical Thought.

Pub Date—Nov 83

Note—15p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Development, *Adults, *Age Differences, Cognitive Processes, *Cognitive Structures, *Developmental Stages, Intelligence Identifiers—*Dialectical Thought, *Relativism

Post-formal operational thought is characterized by both relativism and dialecticism. To examine age differences across adulthood in relativistic and dialectical thought, and to determine whether formal operations are necessary but not sufficient for these forms of thought, 20 young (mean age, 19.6), 20 middle aged (mean age, 46.2), and 20 older (mean age, 68.5) adults were administered three cognitive tasks. The Ammons Quick Test was administered to determine the presence of comparable verbal intelligence. Subsequently, subjects were administered four formal operations tasks: separation of variables; three measures of coordination of two frames of reference; and two life-like dilemmas, about which they were asked to react. Reactions to the dilemmas were placed into four categories of thought (formistic-mechanistic, relativistic, awareness of contradictions, and integration of contradictions into a dialectical whole). An analysis of the results showed that older adults scored significantly higher on the Quick Test than young adults, with middle aged adults falling between the two groups. On formal operations tasks, performance was intact across adulthood. On the life-like dilemmas, older adults showed significantly less rejection and more acceptance of relativistic and dialectical thought. Guttman scale analysis showed that formal operations were necessary but not sufficient for dialectical thought. The findings provide potential support for the hypothesis that dialectical thought is post-formal operational. (BL)

ED 243 018 CG 017 385

Ponterotto, Joseph G.
The Underrepresentation of Minorities in Mental Health Services: Implications for Research, Practice, and Program Development.

Pub Date—83

Note—31p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Counselors, *Educational Policy, Ethnic Discrimination, *Mental Health Programs, *Minority Groups, Minority Group Teachers, *Motivation, Opinion Papers, Program Development, *Research Problems, Social Science Research

In the 1960s, mental health and educational research on minority populations suffered from ill defined studies which lacked empirical quality and validity. As a result, numerous misinterpretations, false assumptions, and misleading stereotypes have been perpetuated in the literature. Generalization of results from small, non-random samples, and the use of instruments normed on Anglo populations exacerbated the research problem. These research biases have been perpetuated in mental health services to minority groups. Minorities fail to utilize these services due to the lack of minority therapists, the adherence to a traditional clinical and therapeutic orientation, the focus on individual rather than environmental change, and the ignorance of cultural differences. Although need for more minorities in the helping professions exists, graduate school requirements and admission tests tend to limit minority participation in training opportunities. An academic selection methodology which includes academic index, experiential background, and personal interview as major criteria, though successful, comes too late in the academic process. True academic motivation and success starts with teacher expectations in the early years. A multiphase model of involvement and training, which emphasizes the interactions and feedback loops among varying levels in the educational process from elementary to graduate school, would truly increase minority participation in professional roles. (A diagram of the proposed training model is appended). (BL)

ED 243 019 CG 017 386

Conway, Terry L. And Others
Beliefs about Control in Different Life Domains.
 Michigan Univ., Ann Arbor. Inst. for Social Research.

Pub Date—Aug 83

Note—48p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Project funded by Hoffman-La Roche, Inc.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Behavior, *Beliefs, Employment, Health, Individual Needs, *Individual Power, *Locus of Control, Perception, *Well Being

Previous research on the concept of perceived control has assumed that beliefs about control reflect a generalized personality trait and that people desire as much personal control as possible. To investigate whether perceptions of and needs for control vary across different life domains, and whether the discrepancy between perceived and desired control would have independent effects on well-being, 340 adult (61% female) health clinic out-patients in Detroit were surveyed. Study participants completed a questionnaire measuring control (internal, control by others, and chance control), and perceptions and needs across six life domains (work life, health, personal life, emotions, actions and behavior, and life as a whole). Indicators of well being (anxiety, depression, and life quality) were also measured. An analysis of the results showed that individuals perceived and desired different amounts of control across domains. Both perceived and desired internal control was highest in the self-oriented domain of actions and behavior, and lowest in the health domain and the other-oriented domain of work life. Desired control by others was higher in the health domain than in all other domains. Well-being was most related to perceived control in the domains of actions and behavior and emotions. Well-being was most related to control needs and "misfit" in the domains of actions and behavior and work life. On the whole, control in the self-oriented domains of actions and behavior and emotions appeared to be most important among the domains for predicting well-being. (Author/BL)

ED 243 020 CG 017 387

Barber, Betty L.
Motherhood after 28: Career Women Who Waited.

Pub Date—Oct 82

Note—29p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Washington, DC, October 13-16, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Dual Career Family, *Employed Women, Fathers, *Home Management, *Mother Attitudes, Motivation, Parent Responsibility, *Parent Role, *Stress Variables

Trends in fertility patterns show an increase in births among 30- to 40-year-old college educated career women. To investigate the attitudes, characteristics, role stresses, and satisfactions of married career women who have delayed childbearing until after age 28, and the attitudes of their husbands toward their careers and roles, 35 married career women (mean age, 33) completed four surveys, including the Maternal Attitude and Feminine Interest Questionnaire and the Marital Satisfaction Questionnaire, and personal interviews. The husbands completed ten items from the Marital Satisfaction Questionnaire, Spousal Survey. An analysis of the results showed that couples had been married an average of 7 years. The majority of husbands and wives were college educated with an average family income of \$50,000; 74% of the women were in educational or managerial careers. Only 11% of the women were taking leave from their careers for full-time mothering. Overall, the women were happily married and reported positive attitudes toward mothering. The transition to parenthood was not highly stress producing, but major changes in time usage and demands for personal energy were cited. Both wives and husbands stated that personal careers and a family were of equal importance. Ninety percent of the wives and 86% of the husbands supported the ideal of equal sharing of housework and childrearing. However, 71% of the wives reported frequent or occasional disagreement over household tasks, since the majority of husbands had not assumed responsibility for the wives traditional household tasks. At the time of the study, husbands participated extensively in their fathering roles through play time activities with the child as well as routine caregiving. Flexible, adjustable work responsibilities and time schedules plus a husband who assumed care of the home and new baby were critical stress reducers for the women. (BL)

ED 243 021 CG 017 388

Kingsbury, Nancy M.
An Assessment of Decision-Making Processes in Dual-Career Marriages.

Pub Date—Oct 83

Note—35p; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Decision Making, *Dual Career Family, *Individual Power, *Interpersonal Relationship, *Predictor Variables, *Sex Role Identifiers—*Process Research

As large numbers of women enter the labor force, decision making and power processes have assumed greater importance in marital relationships. A sample of 51 (N=101) dual-career couples were interviewed to assess independent variables predictive of process power, process outcome, and subjective outcomes of decision making in dual-career families. A process-oriented model of joint decision making served as a basis for questionnaires and interviews. Data were gathered by self-report questionnaires and a conjoint, tape-recorded interview. The context variables, i.e., sex-role preference disparity (SRD), self-esteem disparity (SED), mutuality disparity (MUD), marital-satisfaction disparity (MSD), income disparity (IND), education disparity (ED), occupational-status disparity (OD), and length of marriage (LM), were obtained from self-report questionnaires. Process variables included: (1) who initiated an issue; (2) the proposition that was made; (3) supporting strategies; (4) importance of the matter; and (5) response of the reactor. Multiple regression analysis showed sex-role preference was the single most important predictor of process power, showing a negative relationship. Sex-role preference disparity, mutuality disparity, and income disparity were most predictive of subjective outcomes, and sex role disparity and income disparity had a significant positive relationship with subjective outcome. Mutuality disparity had a significant negative relationship with subjective outcome. The findings suggest that the process-oriented model of decision making is an effective tool for the study of family interaction, and that one of the most important indicators of marital power is marital decision-making. (Author/JAC)

ED 243 022 CG 017 389

Crusie-Burnett, Margaret
The Impact of Remarriage on Labor Force Participation, Divorce Decree Modification, Visitation, Ex-Spousal Relationship, and Extended Family Reorganization.

Pub Date—Oct 83

Note—20p; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Child Custody, *Divorce, *Employment, *Extended Family, *Family Life, *Family Relationship, *Parent Child Relationship, *Remarriage, Sex Differences, Spouses

Although 41 percent of all marriages are remarriages for one or both partners, little is known about the impact of this change in marital status on various aspects of family life. To assess the linkage between the remarriage household and the labor force, the legal system, visitation with non-custodial parents and grandparents, relations between new couples and ex-spouses, and relations with the extended family, questionnaire data were gathered from adult and adolescent family members in 87 white stepfather households in which the mother's natural children resided. Results showed that men's participation in the labor force increased after remarriage, while women's decreased. Custody and visitation were renegotiated at the time of remarriage, with actual visitation consistently less than the amount legally agreed upon both before and after remarriage. Men and women both reported more friendly than hostile relationships with ex-spouses after remarriage, and that relationships with parents had improved. (A series of tables presenting the survey data is appended.) (JAC)

ED 243 023 CG 017 390

Detmann, David F. Colangelo, Nicholas
Characteristics of Moral Problems Formulated by Students Aged 8-49.

Pub Date—29 Aug 83

Note—28p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Age Differences, *Moral Development, *Moral Values, *Motifs, *Research Design, *Story Telling, *Students, *Value Judgment Identifiers—*Kohlberg (Lawrence)

Although the theory and research of Lawrence Kohlberg have been the dominant approach in the study of moral reasoning and moral development, his procedures have been criticized in three areas: (1) reliability and validity; (2) applicability to daily experience; and (3) inadequate sampling. To examine the characteristics of moral problems formulated by students of different ages, 546 students participated in a study comparing their responses to the dilemmas proffered by Kohlberg. The sample consisted of 304 students in grades 3-8, 108 students in grades 9-12, 53 college students, and 81 graduate students. Subjects wrote stories involving a moral problem, provided a solution, and discussed their reasoning. Results, based on ratings of the stories, showed that most had major characters who were same-sex peers of the writer, compared to Kohlberg's hypothetical stories, which are chiefly male, adult-oriented. The most common themes in the students' stories were interpersonally-based between the protagonist and subsidiary characters, while Kohlberg's stories emphasize conflicts between individuals and societal values. Kohlberg's moral vignettes are hypothetical and abstract, while the students' stories involved practical, everyday experiences. The findings suggest that the sex of the characters, and the type and variety of moral stories, should be considered in research on moral development. (JAC)

ED 243 024 CG 017 392

Federally Supported Centers Provide Needed Services for Runaways and Homeless Youths. Report to the Chairman, Subcommittee on Human Resources, Committee on Education and Labor, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

Spons Agency—Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—GAO-IFE-83-7

Pub Date—26 Sep 83

Note—42p.

Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20860.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Crisis Intervention, Delivery Systems, Federal Programs, Participant Characteristics, *Program Effectiveness, *Runaways, *Youth Problems, *Youth Programs

Identifiers—Runaway and Homeless Youth Act 1974, *Shelters

The Runaway and Homeless Youth Act authorizes funds under the Juvenile Justice and Delinquency Prevention Act of 1974 for community-based centers that serve the shelter needs of runaway or homeless youths. To examine the effectiveness of the programs and the characteristics of program participants, the Government Accounting Office (GAO) visited 17 runaway and homeless youth centers in 13 states to observe program operations, gather statistical information from the administrators, and to interview 353 persons associated with the centers including residents, parents of former residents, staff members, and community service personnel. The GAO's findings were generally favorable and indicated that the programs were operating as intended by the statute. The majority of the youths sheltered were from the immediate geographic area and were not psychotic, violent, or substance-abusers. Staff members estimated that 20 to 40 percent had been physically abused and 14 to 35 percent were victims of parental neglect. Services offered included family and individual counseling, and outreach activities. Less than 50 percent of the youths were counseled after leaving the center. The majority of the centers were clean, well-kept, and adequately furnished, and had written rules of behavior. The very fact of the program's existence was cited as its greatest strength. Inadequate funding was cited as the major weakness. Par-

ticipants' suggestions for improvement included expansion of the outreach and prevention services, increased networking with other agencies, expansion of activities and training for youths, and enhancement of the physical condition of the shelters. The GAO suggested that more attention should be given to aftercare, outreach to high-risk youths on the street, and activities that develop coping and living skills. (JAC)

ED 243 025 CG 017 393

Kahana, Eva Midlarsky, Elizabeth
The Elderly Helper.

Pub Date—Nov 83

Note—14p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Altruism, Gerontology, *Motivation, *Older Adults, Rewards, Social Support Groups, Urban Environment

Identifiers—*Helping Behavior

The elderly have generally been portrayed as needy recipients of services; only recently has attention been paid to their contributory role. To explore the nature and characteristics of helping behavior among urban elderly, 117 residents of senior citizens' housing sites in Detroit completed the Altruism Scale for the Elderly and a second measure consisting of a semantic differential scale and open-ended items designed to elicit information about their helping patterns. Analysis of results showed that 67 percent of the respondents reported helping very much, with older respondents reporting significantly less helping behavior. All felt that helping others was an important activity in their lives. The person helped most frequently was a friend, neighbor, or relative. Most help was in the form of a service. Types of help spanned a broad range from heroic rescue to small daily courtesies. Most respondents referred to enduring forms of help such as caring for an ill relative, and indicated that they considered the rewards of helping to be intrinsic in nature. The findings provide a strong indication for the importance of altruistic motives for older persons and raise questions about the universal applicability of an exchange model of helping for elderly providers of help. (JAC)

ED 243 026 CG 017 394

Krantz, Susan E.

When Depressive Cognitions Reflect Negative Realities.

Pub Date—Aug 83

Note—17p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Attribution Theory, Behavior Patterns, *Cognitive Processes, Counseling Techniques, *Depression (Psychology), Evaluation, *Information Sources, *Interpersonal Relationship, *Negative Attitudes, Social Cognition, State of the Art Reviews, Stress Variables

Identifiers—Life Events

The cognitive model of depression postulates that the depressed individual's cognitions are not only negative, but erroneous and impervious to information from the environment. However, the valence of that information ultimately determines whether those cognitions are impervious or merely receptive. The actual life circumstances of the depressed individual, including social behavior, impoverished interpersonal relationships, and stressful life events, appear to be more negative than those of nondepressed people. These deficient and stressful life circumstances elicit negative reactions which depend at least as much upon the information being processed as upon the cognitive style of the processor. Beliefs and propositions of others provide an important source of information about the self and the world. Depressed people learn how to define the desirability and appropriateness of personal attributes and social situations from both their primary interaction group and the wider community. The depressed person and others then evaluate the degree to which the depressed person conforms to these social standards and situations. Thus, for the depressed individual, an on-going cycle between available information and cognition, mood, and behavior serves to maintain the depression. Cognitive therapy is particularly successful in treating depres-

sion since it alters behavioral deficits and negative cognitions. Finally, the problematic aspects of negative environmental information can be addressed through marital and family interventions and support groups. (BL)

ED 243 027 CG 017 395

Adelman, Howard S. And Others
Children's Participation in Consent for Psychotherapy and Their Subsequent Response to Treatment.

Pub Date—Aug 83

Note—44p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), *Adolescents, *Children, Competence, *Counseling Effectiveness, *Decision Making, Elementary Secondary Education, Motivation, *Participation, *Psychotherapy, Responses

Identifiers—Commitment, *Informed Consent

Referral and initiation of psychotherapy for children and adolescents are decisions most frequently made by others. To investigate the nature of minors' participation in treatment decision making and the relationship between such participation and motivation, adjustment, and outcomes, the behaviors and attitudes of 42 youths (32 male, 10 female, median age, 15), participating in a special education laboratory program on a university campus, were studied before, during, and at the end of psychological treatment. Each participant took part in a two-phase informed consent interview prior to treatment. Forms of measurement used to elicit indices of commitment, motivation, and negative behavior included: ratings; regular reports of observed classroom behavior; and structured and open-ended questions. An analysis of the results showed that despite apparent competence to participate, only seven youngsters were involved in the processes during which psychological treatment was prescribed for them. Moreover, while 75 percent of the sample directly consented to treatment, only 60 percent indicated strong interest in getting started, and only 31 percent were evaluated as motivationally ready to begin. A positive relationship was found between clients' motivational readiness and treatment adjustment and outcomes. (Author/BL)

ED 243 028 CG 017 396

Young, Rosalie Kahana, Eva
Studying Physically Ill Elderly.

Pub Date—Nov 83

Note—19p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bias, Data Analysis, *Diseases, *Gerontology, *Models, *Older Adults, Research Design, *Research Methodology, *Research Problems, Sampling

Research with older persons suffering from physical illness presents numerous challenges to gerontologists. Issues of conceptualization pertaining to the definition of illness, its location in the research paradigm, and the context in which illness occurs must be addressed prior to dealing with methodological problems. Access to physically ill elderly persons is often controlled by health care providers who serve as gatekeepers and/or referral sources in a broad range of studies. The suspicion and reluctance of gatekeepers may be overcome by establishing contacts prior to soliciting participation and by considering the needs and perspectives of the institution. Informed consent is often difficult to obtain from older adults due to deep-seated fears, restrictions imposed by families, and ethical considerations. Foremost among sampling issues is the difficulty of obtaining a randomized sample due to the potential threats of survivorship, health status, health utilization, and special population biases. Research process issues are hampered by the paucity of appropriate instruments and the effects of the patient's illness on both the process and the content of interviews. Data interpretation must take into account the generalizability of findings given the sampling difficulties with this population. To address these methodological research problems, a dynamic model, in which physical and mental health, the interview situation, contextual factors, and pa-

tient responses serve as input variables, is proposed. (BL)

ED 243 029 CG 017 400

Young, Rosalie F. Kahana, E.
Illness Adaptation: Clarifying the Concept and Validating a Scale.

Pub Date—Nov 83

Note—20p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Adults, Alcoholism, *Coping, *Diseases, Personality Traits, Rating Scales, Stress Variables, *Test Reliability, *Test Validity

Identifiers—*Illness Adaptation Scale

Traditionally, coping and adaptation have been considered synonymous in individual's responses to illness and other stressful situations. The Illness Adaptation Scale (IAS) is a 12-item instrument which was designed to assess adaptational outcomes in illness situations as well as four coping modes (instrumental-self oriented, instrumental-other oriented, affective, and escape) used to manage illness. Adults (N=284, 60 percent male), known to have chronic illness or substance abuse problems, were administered the IAS as part of a structured interview investigating health generated marital problems. An analysis of the results showed that this population sample had moderate success managing the illness adaptive tasks. Accepting being ill and uncertainty about the future, and keeping an emotional balance were found to be the most difficult tasks. The area of least difficulty was communication with medical or professional staff. The reliability coefficient of the IAS was 0.88. Item to total correlations were significantly related at medium to high levels. Attempts to ascertain criterion-related validity involving comparisons of respondents' marital and illness adaptation problems were significantly related but were low in correlation, indicating that marital difficulties during chronic illness or health problems are not good criteria for evaluating illness or health adaptational problems. Of the four coping modes which respondents could choose in adapting to illness, the majority of subjects employed instrumentally-oriented coping strategies. Overall, the IAS proved to be a reliable and valid measure, allowing the determination of coping strategies and adaptational outcomes. (The IAS is appended.) (BL)

ED 243 030 CG 017 401

Makosky, Vivian Parker Roeding, Ginna M.
Father Involvement: Attitudinal and Personality Correlates for College Women.

Pub Date—Aug 83

Note—29p; Paper presented at the symposium "Contemporary Issues and Prospectives on Fathering" at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Students, *Fathers, *Females, Higher Education, Parent Child Relationship, *Parent Role, *Personality Development, Personality Traits, Sex Role, Socioeconomic Status

Although parental effects on the personality development of children have been well examined, fathers' influence and effects on older children have received little attention. To investigate fathers' involvement in the attitude and personality development of college women, 333 women, ages 18 to 23, completed a three-part questionnaire gathering information on demographics, parent-child interactions, and one of four scales measuring: marriage role expectations and attitudes, sex role orientation, personality development, or career desirability and commitment. Parent-child interactions were assessed on the Parent-Child Interaction Rating Scale (PCIS) and the Parent-Child Activity Rating Scale (PCARS). An analysis of the results showed that 91 percent of the subjects grew up in two parent families. The reported frequency of activities with parents was correlated with reported parental relationships with fathers. For middle class women, fathers' nurturance and activities correlated with achievement, adjustment, and affiliation; father-daughter activities correlated with dominance, nurturance, and succorance. Neither the PCIS nor the

PCAR correlated with attitudes toward careers or marriage and family roles. Reported activities with mothers and wanting egalitarian homemaking responsibilities were positively correlated for lower class women. Father nurturance and career salience negatively correlated for higher class women. Correlations between sex role orientation and father involvement were unclear, while achievement was somewhat more related to father involvement than to mother involvement. The findings indicate that the relationships between parental nurturance and activities may be related to social class. (BL)

ED 243 031 CG 017 402

Jankovic, Irwin N. And Others
Impaired Performance Criteria and Human Helplessness: Time to Give Up?

Pub Date—Apr 83

Note—12p; Paper presented at the Annual Meeting of the Western Psychological Association (63rd, San Francisco, CA, April 16-20, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Failure, *Helplessness, Higher Education, *Locus of Control, *Performance Factors, Psychological Patterns, *Time Factors (Learning)

The view that humans fail to solve certain types of problems because they are helpless and passive originated from a series of studies with animals; subsequent research attempted to replicate the findings of the learned helplessness behavior with humans. In an attempt to replicate and extend the Hiroto and Seligman (1975) study of humans exposed to uncontrollable events by investigating the relationship between uncontrollable events, giving up behavior, and learned helplessness, 33 college students participated in a problem solving study. The subjects attempted to solve a lever and shuttlebox problem under one of three treatment conditions: inescapable loud noise, escapable loud noise, or no noise. Under the escapable condition, subjects were told they could stop the noise and they would have to figure out how to do it. An analysis of the results showed that the subjects in the inescapable condition took more time to move the lever across the shuttlebox, thus terminating the noise, than did the subjects in the escapable condition. However, subjects in the inescapable condition did not give up sooner than subjects in either the escapable or control conditions. The findings show that while humans seem to learn more slowly after being subjected to unavoidable, inescapable stimuli and exhibit impaired performance, they are not helpless. (BL)

ED 243 032 CG 017 403

Baldwin, Leo E., Ed. Schreter, Carol A., Ed.
Innovative Use of Existing Housing Resources.

American Association of Retired Persons, Washington, D.C.

Pub Date—Nov 83

Note—19p; A summary of papers presented at a symposium at the Annual Meeting of the Gerontological Society of America (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Gerontology, Housing, *Housing Opportunities, *Innovation, *Older Adults, Participant Characteristics, Program Descriptions
Identifiers—*Home Equity Conversion, *Shared Housing

These five symposium papers describe housing programs designed for older adults. "Agency-Sponsored Co-op House for Older People," by Janet L. Witkin, discusses a co-op house for nine people in the Los Angeles area. Development of the program is outlined in terms of funding and leasing arrangements, architectural changes to the property, screening of candidates, and the structure of the program. The second paper, "The Role of the House-Mate Matching Service," by Barbara Stanford, reviews a study designed to determine if shared housing (the Share-a-Home Program in Santa Barbara, California) improved finances and reduced feelings of loneliness among participants. Advantages and disadvantages to participants are discussed and recommendations for service personnel are outlined. "Accessory Apartments: A New Housing Option for the Elderly Homeowner," by Patrick H. Hare, describes a study of the relationships between homeowners and tenants, their satis-

faction with and motivation for installing accessory apartments, and the ease with which single family homes were converted. The fourth paper, "A Profile of Non-Relative House-Sharers," by Carol A. Schreter, describes characteristics of elders who seemed most interested in the three options already mentioned, to provide clues to the potential market for each option and to clarify the role of each option in the human life cycle. The final paper, "A Review of Home Equity Conversion," by Leo E. Baldwin, describes a process through which homeowners may transfer the equity in their homes into income, without having to move or repay the loan from monthly income. Previous research is reviewed, outlining potential benefits and risks. (JAC)

ED 243 033 CG 017 404

Morris, Charles G.

Shyness and Social Anxiety.

Pub Date—Aug 83

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anxiety, College Students, Factor Structure, Higher Education, *Interpersonal Competence, *Social Adjustment

Identifiers—*Shyness

Although it has been suggested that an understanding of shyness may come from a better understanding of social anxiety, there is no hard evidence that shy people are in fact socially anxious. To explore the link between shyness and social anxiety, a 297-item questionnaire was administered to 302 college students. Analysis of the 100 questionnaire items related to shyness and social anxiety yielded 21 factors, with five factors accounting for 46 percent of the total variance. The data suggested that timidity, audience anxiety, and interpersonal anxiety are separate, distinguishable constructs. Shyness was more closely linked to timidity than to interaction anxiety and had relatively little to do with audience anxiety or stagefright. The results also suggested that some shy subjects are both timid and anxious, others are timid but not anxious, and still other shy subjects are anxious but not timid. These data suggest caution in linking shyness and interaction anxiety too closely. Researchers should use the term shyness to refer only to social inhibition or timidity, and resist the temptation shown by some subjects to call themselves shy when they mean they are simply socially anxious. Questionnaire items dealing with each variable are included. (JAC)

ED 243 034 CG 017 405

Young, Rosalie F.

Older Families and Chronic Disabling Illness: Predicting Better Adaptation.

Pub Date—Nov 83

Note—12p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), *Coping, *Diseases, Family Financial Resources, Geriatrics, Mediation Theory, Models, *Older Adults, Patients, Physical Disabilities, Social Support Groups, Spouses, Stress Variables

Although illness is often linked to low morale among the elderly, most persons cope with and adjust to illness. A hypothesized model of favorable family response to illness suggests the importance of resources as mediators to avoid crisis. To test this model, 53 older patients with lung disease and their spouses were interviewed about individual and family adjustment. Fourteen categories of resource items were included, centering on health, social support, finances, and coping. Results showed that although most respondents were in poor health, they appeared well or fairly well adapted. Good health, cognitive coping, formal supports, greater financial savings, and spouse employment were predictors of better adaptations. Informal support systems were predictive of poorer adaptation, which may reflect the reality of severe illness and greater disability. The investigation of crisis with a view to resources has policy as well as research implications, suggesting the need for improving the resources of the aged to enable better psychosocial outcomes. (JAC)

ED 243 035 CG 017 406

Dush, Rita Madden And Others

Evaluating Predictors of Outcome for Children in Psychotherapy.

Pub Date—Aug 83

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children, Counselor Qualifications, Elementary Education, Family Counseling, Predictor Variables, *Psychotherapy

Identifiers—*Client Characteristics, *Treatment Outcomes

Most research in psychotherapy has focused on adult clients, while child psychotherapy has been comparatively neglected. To identify predictors of outcome in psychotherapy for children, the relationship between several client, therapist, and economic variables was examined. Subjects were 268 children and their families who had completed treatment at a community mental health center. Information was collected from case files and independent ratings of outcome. Previous treatment emerged as the strongest predictor variable, with the presence of such experience positively affecting the duration of therapy, the number of sessions, and improvement for the child; previous treatment was unrelated to the improvement of the family. Clients of the staff therapists showed more improvement than clients of interns. For the child, therapy was less successful when he/she lived with remarried parents. For the family, improvement ratings were higher for single parent families. Other predictors of outcome were the amount of fee paid and the referral source. (JAC)

ED 243 036 CG 017 407

Hansen, William B. And Others

Cigarette Smoking Onset among High School Students.

Pub Date—Aug 83

Note—9p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Etiology, Family Influence, High Schools, *High School Students, *Peer Influence, Personality Traits, Predictor Variables, *Smoking, Social Values, *Student Attitudes

While data on the onset of cigarette smoking among younger adolescents has been investigated extensively, it is less clear whether the same social factors influence older adolescents. To examine these social factors, as well as the influence of personality and beliefs, 1,977 high school participants in an anti-smoking study completed a questionnaire relating to smoking behavior, family and peer smoking behavior, and attitudes and beliefs. Saliva specimens were also examined. Of these subjects, 1,705 remained non-smokers at the 4 month posttest, while 277 (14 percent) began smoking. Results suggested that even during late adolescence, peer influence remains the predominant predictor of smoking. As with younger children, rebelliousness and family smoking also figured predominantly in smoking onset. Perceptions of social morality significantly distinguished smokers from non-smokers. While the findings were significant, it appeared easier to predict who would not become a smoker than who would become one, in part due to the transitory nature of experimental smoking. (JAC)

ED 243 037 CG 017 408

Lurie, Elinore And Others

Predictors of Self-Assessed Health among Elderly Post Hospitalization.

California Univ., San Francisco. Div. of Family and Community Medicine.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.

Pub Date—19 Nov 83

Grant—NIMH-MH-32731

Note—36p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Affective Behavior, *Older Adults, *Physical Health, *Predictor Variables, *Self Evaluation (Individuals), Social Support Groups, Socioeconomic Status, Well Being

Identifiers—*Posthospital Outcome

Self-assessment of health incorporates both objective and subjective elements into a general state with implications for health-related behavior. To examine the predictors of self-assessed health in an elderly, post-hospitalization population, 73 adults, 65 years of age or older, were asked to assess the status of the condition for which they were hospitalized, satisfaction with their progress, and overall health, just prior to hospital discharge and 2 months later. All patients were either hospitalized for heart disease or hip fractures or replacements, which required supportive care during recuperation. The primary caregivers were also interviewed 2 months after discharge. An analysis of the results showed that affect, socioeconomic status, and social support were predictive of self-assessed health. These elderly individuals assessed not only their ability to function, but the extent to which other services were necessary to them, the extent to which someone had to be involved as a caregiver and was committed and able, and the extent to which giving care strained or burdened that person. The extent to which services from all sources were planned, received, and considered sufficient by recipients was associated with their perceptions of their own health. The findings indicate that health is socially determined in part by the actions of others, and defined by one's perceptions of self and primary caregivers. (BL)

ED 243 038 CG 017 409

McBeath, Marcia And Others

Dropout Prevention: The Name of the Game Is Success. Symposium Papers.

Pub Date—21 Mar 83

Note—22p.; Symposium papers presented at the Annual Convention of the American Personnel and Guidance Association (Washington, DC, March 20-23, 1983).

Pub Type—Collected Works—Proceedings (021)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Counseling Techniques, *Dropout Prevention, High Schools, High School Students, *Instructional Innovation, *Program Design, Reinforcement, *Remedial Instruction, Self Esteem, Teaching Methods

Identifiers—*Fresh Start Minischool DC

These symposium papers describe the Fresh Start Minischool, a high school dropout prevention program in Washington, DC. The first paper, by Marcia McBeath, describes the program participants and the quantitative results of a 3-year study of the program. Data are presented on selection procedures, yearly group compositions, measures of self-esteem, and academic achievement. The second paper, by Roosevelt Hairston, focuses on the four elements of the counseling component of the program: academic tutoring, home visitation, extracurricular activity scheduling, and individual counseling. The theoretical and practical aspects of each element are discussed. The third and final paper, by Patricia C. Harrison, presents the academic component of the program, which was based on a continuous progress, no fail system. Time format, competency measures, grades, reporting system, unit of credit, instructional format, and student maintained progress records are discussed. The effects of the academic program on students' self-esteem and progress are discussed, as well as the benefits of interdisciplinary instruction and the use of teacher volunteers. The paper concludes with a discussion of the types of tangible reinforcement used in the program and their effectiveness. (BL)

ED 243 039 CG 017 410

Levinson, Ann Cotton

Family Therapy and Parent Training: An Integrative Review.

Pub Date—11 Oct 79

Note—131p.; Comprehensive doctoral review paper, University of Massachusetts.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Behavior Modification, *Family Counseling, *Family Involvement, Family Relationship, Literature Reviews, Parent Child Relationship, Parent Counseling, *Parent Education, Systems Approach

Identifiers—*Family Systems Theory, *Parent Effectiveness Training

This paper, written for counselors, psychologists, and educators, presents an integrative review of family therapy and parent training literature. Following the introduction, section 2 reviews family

systems theory and family therapy; a definition of family therapy, a historical perspective, and theories of family systems, including the development of the field, are given. Structural family theory is presented dealing with the concept of the family, subsystems, boundaries, hierarchy, and goals and procedures of therapy. Research on family therapy is discussed drawing on case studies, research reviews, and empirical studies. In section 3, definitions and a historical perspective on parent training are presented, followed by an overview of anecdotal and systematic research. The research on behavioral parent training, in both group and individual formats, is reviewed. Similarly, Parent Effectiveness Training research, is reviewed, including discussion groups, parents as respondents, children and parents as respondents, and the behavior of children as measures of effectiveness. Research findings on parent training versus direct treatment for children are presented. The fourth and final section of the paper discusses the effects of applying structural family theory to parent training in the areas of living with children and Parent Effectiveness Training. A bibliography is appended. (BL)

ED 243 040 CG 017 411
 Schriber, Jacquelyn B. And Others
 Self-Serving Bias and the Attribution of Marital Conflict.

Pub Date—Aug 83
 Note—22p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
 Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Attribution Theory, *Bias, Conflict, Divorce, Interpersonal Relationship, Locus of Control, *Marital Status, *Responsibility, Spouses
 Identifiers—*Optimism

Two types of bias in the attribution process are the responsibility bias, in which individuals tend to assume more than their objective share of responsibility, and unrealistic optimism, in which individuals tend to assume that future outcomes will be positive. In order to investigate these self-serving biases among married and divorced individuals, and to show their association with the attribution of conflict in close relationships, 73 men and 86 women (97 married, 4 separated, 58 divorced) completed a mailed Marital Attitudes questionnaire. Results showed that, as predicted, individuals perceived themselves as both better than average and as more responsible for their partners' marital problems. The two forms of bias operated independently. The optimism bias was lower among divorced individuals and those with a higher level of conflict. The responsibility bias was unrelated to respondents' marital status or marital conflict. The findings suggest that there are at least two different types of self-serving bias in the attribution process of close relationships. Future research should address the relationship between the two. (LLL)

ED 243 041 CG 017 412
 Ford, Martin E.
 The Nature of Social Intelligence: Processes and Outcomes.

Spons Agency—Stanford Univ., Calif. Boys Town Center for the Study of Youth Development.
 Pub Date—Aug 83
 Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
 Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Communication Skills, Empathy, Goal Orientation, *Interpersonal Competence, *Personality Theories, Prosocial Behavior, Self Concept, *Social Cognition, *Social Psychology, Social Status

Although many people have studied social intelligence and theorized about it over the past 60 years, no one has been able to provide a clear picture of its nature. Traditional methods have overemphasized the social-cognitive outcomes of human functioning instead of social-behavioral outcomes. Two approaches used to study social intelligence can be categorized as implicit and explicit theories. Implicit theories include four major ideas: being a prosocial person (sensitive to the feelings of others), having well developed instrumental skills (communication and leadership), enjoying social activity, and having a good self-concept. Explicit theories

focus on two sets of interrelated abilities: self-assertiveness, which is the ability to maintain and promote the well-being of the self in social situations, and integrative, which is the ability to maintain and promote the well-being of other people or the social groups of which one is a part. In order to understand why some people are more socially intelligent than others it is important to look at contributing processes. The single most important process is social planning ability. Other processes that appear to be important are an individual's perception of control, competence, empathy, and goal-directedness, and degree of interest in social kinds of accomplishments. An empirically coherent domain of social abilities can be identified if one stops trying to conceptualize social intelligence as purely a cognitive phenomenon, and views it instead in terms of effective social behavior that results from the interaction of a variety of psychological and sociocultural processes. (LLL)

ED 243 042 CG 017 413
 Hartman, David E. McKirnan, David J.
 Risky Decision in Depression: Sad Schemas Produce Unexpected Utility Values.

Pub Date—Aug 83
 Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
 Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Affective Behavior, *Cognitive Style, College Students, *Decision Making, *Depression (Psychology), Helplessness, Higher Education, Personality Traits, *Risk, Self Evaluation (Individuals)

Recent models of depression have shown differences in information processing to be important concomitants of depressed affect. To determine whether the cognitive distortion found in depressed individuals extends beyond self-evaluation and interpersonal evaluation into abstract decision making, 288 college students completed the Beck Depression Inventory and a variety of experimental materials, including a risky decision task in which they circled their preference in each of 30 pairs of monetary risk. An analysis of the results showed significantly different risk preference patterns for depressed and non-depressed subjects. Non-depressed subjects were considered "good riskers" in choosing maximum expected value gains and minimum expected value losses. Non-depressed subjects also exhibited the reflection effect and reversed their preferences when prospects became negative. Depressed subjects failed to show either the pattern of prospect selection shown by the non-depressed subjects, or a significant reflection effect within their own pattern of prospect selection. The poor planning ability and risk taking strategy of predepressive children may have implications for later depression and learned helplessness. (BL)

ED 243 043 CG 017 414
 Bumba, Russ And Others
 An Evaluation of Life in the Residence Halls at Indiana University from an Ecosystem Perspective: 1983.

Pub Date—83
 Note—23p.; For related documents, see ED 170 665, ED 200 884, ED 217 302, and ED 232 086.
 Pub Type—Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Change Strategies, College Students, *Dormitories, *Group Experience, Higher Education, Participant Satisfaction, *Participation, *Program Effectiveness, Program Evaluation, Student College Relationship
 Identifiers—*Indiana University

An ecosystem approach to evaluation attempts to involve those responding to the evaluation in the process of redesigning the environment. To evaluate residence hall life at Indiana University in 1983 using an ecosystem approach, 799 systematically selected college residence hall inhabitants (58% female, 49% freshmen) completed a questionnaire including forced-choice items and an environmental refract section. In the environmental refract section, students identified not more than five items on which they felt strongly, and described why they felt as they did and how the issues could be enhanced. The results of the 1983 study were compared with previous survey results from 1978 to 1982. Conclusions drawn from the results indicated that residence hall programming efforts had im-

proved over the years and students were more satisfied with the programs available in the halls in 1983 than over the past six years. Residence hall staff were highly regarded by students, especially custodians and resident assistants. Student government was doing a good job of providing leadership opportunities for students and responded well to student needs. Printed material that was provided to students was adequate, and study conditions and the general atmosphere in the halls were perceived positively by students. Food service was doing a fairly good job of meeting student needs. Finally, students liked living in the residence halls. (The evaluation questionnaire and data analysis per questionnaire item are appended.) (BL)

ED 243 044 CG 017 415
 Wolf, Rosalie S. And Others
 A Model for the Integration of Community-Based Health and Social Services.

Pub Date—21 Nov 83
 Note—26p.; Paper presented at the Annual Scientific Meeting of the Gerontology Society (36th, San Francisco, CA, November 17-22, 1983).
 Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—*Agency Cooperation, *Community Health Services, Comparative Analysis, *Coordination, *Cost Effectiveness, Gerontology, Health Needs, Holistic Approach, *Home Programs, Models, *Older Adults
 Identifiers—*Integrated Continuing Care Program MA

Practitioners, researchers, and policy makers have attempted to improve the delivery of in-home service to the frail elderly through the expansion or merger of existing care providers or through the creation of coordinating units. To investigate the feasibility and effectiveness of a third approach to in-home services, 68 older adults (mean age, 78 years) with maintenance health care or social needs participated over a 3-month period in the Integrated Continuing Care Program (ICCP), in Worcester, Massachusetts. The ICCP provided coordinated assessment, care plan, case management, homemaker-home health aide, and senior companion services to an experimental group of adults (N=35) through interagency cooperation, while a control group of adults (N=35) received services through a traditional, non-integrated approach. An analysis of the results showed no significant differences between the two groups in sociodemographic characteristics, number of impairments, problems in activities of daily living, amount of medication, emotional status, or length of stay in the program. The ICCP proved to be a viable model, both in units and costs of services provided. Those clients who were provided with integrated services used 13.0 hours of homemaker assistance and 13.9 hours of home health care per month, while the control group used 27.2 hours of homemaker help and 5.7 hours of home health care. The experimental clients averaged \$291.37 per month for all indirect and direct services, a 12 percent saving; the control group clients averaged \$325.89 per month. (BL)

ED 243 045 CG 017 416
 Quigley-Fernandez, Barbara
 Self-Serving Biases: Private Perception or Public Distortion?

Pub Date—Apr 83
 Note—9p.; Paper presented at the Annual Meeting of the Western Psychological Association (63rd, San Francisco, CA, April 16-20, 1983).
 Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
 Descriptors—*Attribution Theory, *Bias, College Students, Higher Education, *Performance, Public Opinion, Self Evaluation (Individuals)
 Identifiers—Self Presentations

On performance tasks, individuals tend to attribute success to their own ability and effort while attributing failure to task difficulty and luck. To investigate the possibility that the asymmetry in causal attributions for positive and negative outcomes occurs independent of any bias resulting from self-presentation concerns, 80 female college students matched word associations under two experimental conditions: public/private and success/failure. In the public condition, subjects placed their names on test forms and had their scored forms returned by name. In the private condition, subjects used a number for identification and

placed their tests in an envelope and box; scored forms were returned to the box and subjects individually removed their own forms. Subjects were randomly assigned to a task outcome condition, either success or failure. After distribution of the graded forms, subjects rated their perceptions of anonymity, success, and attributions of causality on a 7-point scale. An analysis of the results showed that asymmetrical causal attributions for success (internal) and failure (external) existed only when there was public knowledge of participants' performance. Subjects in this situation did not perceive success as internally caused and failure as externally determined, but presented a distorted view of causality in order to manage positive impressions to a significant audience. (BL)

ED 243 046 CG 017 417

Kogan, Nathan. Mills, Montie

Is Age a More Salient Dimension for Males Than for Females?

Pub Date—Nov 83

Note—10p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (63rd, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Development, *Aging (Individuals), Cognitive Processes, College Students, Emotional Response, Evaluative Thinking, Higher Education, *Sex Differences, Stereotypes. Female aging, compared to male aging, is associated with a greater decline in status and attractiveness. To investigate whether sex differences in the perception of aging function at both the cognitive and affective levels, 76 college students (38 male, 38 female), with a mean age of 22.8, viewed slides of a male and female adult. Subjects were given a brief sketch of each stimulus person, labelled as either middle-aged or elderly. They then assigned chronological age estimations to each slide, and rated each on bipolar traits according to a 7-point scale. An analysis of the results showed that the college age males' judgments of age, more than those of females, were influenced by age labels. When given extrinsic age categorizations, males tended to override facial cues as a guide to a person's chronological age. However, the greater sensitivity of males to the age dimension did not imply the presence of age stereotyping. Male and female subjects did not differ in their attribution of personality traits to presumed ages. (BL)

ED 243 047 CG 017 418

Felton, Barbara J. Revenson, Tracey A.

Age Differences in Coping with Chronic Illness.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.

Pub Date—Nov 83

Grant—NIMH-MH-29822

Note—11p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Development, *Age Differences, *Coping, *Diseases, Life Style, Middle Aged Adults, *Older Adults, Personality Traits, Stress Variables

While most lifespan developmental theories of personality predict age-related changes in coping, little direct evidence exists for determining whether age differences in coping style are due to intrinsic developmental processes or to age differences in the kinds of stresses encountered. To evaluate age differences in coping strategies and whether these differences are attributable to intrinsic, age-based developmental processes or to differences in the objective or subjective nature of the illness stresses, 170 chronically ill adults completed six scales assessing coping strategies and objective and subjective measure of illness stress. The subjects (67 males, 103 females) who suffered from hypertension, diabetes mellitus, rheumatoid arthritis, and systemic blood cancers, ranged in age from 41 to 89 years. The coping strategies studied were information seeking, cognitive restructuring, emotional expression, wish-fulfilling fantasy, threat minimization, and self-blame. A follow-up interview with 151 subjects was completed 7 months later. An analysis of the results showed that age differences in adults' styles of coping appeared in the areas of threat minimization and information seeking. People over age 75 were more likely to cope by cognitively minimiz-

ing the threat posed by the illness and less likely to cope by seeking out information about their illness and its treatment. Results are consistent with theories suggesting that late life represents a shift from active to passive mastery, and that older people are more likely to cope with stress through self-reliance than by reaching out to friends or professionals. (BL)

ED 243 048 CG 017 419

Suggs, Patricia K. Kivett, Vira R.

Rural/Urban Elderly and Siblings: Their Value Consensus.

Pub Date—Nov 83

Note—20p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Educational Background, Expectation, *Family Relationship, Family Structure, *Group Unity, *Older Adults, *Predictor Variables, Sex Differences, *Siblings, Values

Consensus has been identified as a dimension of family solidarity with important implications for the family network. To investigate the factors contributing to consensus between older adults and their sibling of most contact, 275 adults (173 females, 102 males), with a mean age of 74 years, were interviewed using a questionnaire covering work and retirement, income, health, family, activities and roles, and subjective well being. Consensus was obtained by one global measure in which respondents rated agreement on values between self and sibling on a 9-point scale. To determine the relative importance to consensus of the sibling relationship, seven independent variables were assessed: sex linkage, residential propinquity, communication, educational disparity, helping behavior, sibling expectations, and marital status. An analysis of the results showed that filial expectations, educational disparity, and brother/sister link were the only variables of relative importance to older adult/sibling consensus. Consensus was highest when there were fewer expectations of the sibling, similarity of educational backgrounds, and when the respondent was male and his sibling was female. Brother/sister and brother/brother links, residential propinquity, communication by mail or telephone, helping behaviors, and marital status were of no relative importance to consensus. The findings suggest that factors previously found to be associated with intergenerational consensus may vary in their importance. (Author/BL)

ED 243 049 CG 017 420

Basow, Susan A. Schneck, Renae

Eating Disorders among College Women.

Pub Date—Mar 83

Note—29p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Philadelphia, PA, April 6-9, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Anorexia Nervosa, *Body Image, Body Weight, *College Students, *Eating Habits, *Females, Higher Education, Personality Traits, *Psychological Characteristics

Identifiers—Bulimia, *Eating Disorders

In the past 10 years, eating disorders among adolescent females have become of increasing concern. To assess the prevalence of eating disorders, unusual eating-related behaviors and attitudes, and psychological states among college women, 677 women, from three private northeastern United States colleges, completed a questionnaire assessing depression, self-esteem, assertiveness, body image, size, and eating attitudes and behaviors. An analysis of the results showed that, although distorted eating attitudes and behaviors appeared to be fairly common, extreme responses were characteristic of a minority of the women. Of the 677 respondents, 1.5 percent could be classified as near anorexics, 3.7 percent as clinical bulimics, 3.5 percent as near bulimics, 3.5 percent as overweight, and 87.7 percent as "normals." The two bulimic groups were highest in depression and lowest in self-esteem and assertiveness. They significantly overestimated their body size, tended to weigh more than "normals," to have the most varied and bizarre methods of losing weight, and to have the greatest weight fluctuations. Each group had unique patterns of eating-related behavior, with the overweight group representing a midpoint between the "normals" and the eating-dis-

ordered. (Author/BL)

ED 243 050 CG 017 421

Gordon, Donna P. And Others

A Comparison of the Psychological Evaluation of Adolescents with Anorexia Nervosa and of Adolescents with Conduct Disorders.

Pub Date—Aug 83

Note—42p; Table 1 is marginally legible. Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Adolescents, *Anorexia Nervosa, *Behavior Problems, *Cognitive Style, Comparative Analysis, *Females, Personality Traits, *Psychological Characteristics, Psychological Evaluation, Psychopathology, Secondary Education, Suicide

While the descriptive features of anorexia nervosa are well known and agreed upon, the level of personality organization and the character style of anorexia patients is more controversial. To study and compare the cognitive style and personality functioning of anorectic patients with that of conduct disordered patients, 20 adolescent females (10 anorectic, 10 conduct disordered), with average or above average intelligence, completed cognitive and projective psychological tests, 3 to 5 months following admission to a hospital treatment program. An analysis of the results showed that although both groups had high numbers of neuropsychological deficits, neither group was homogeneous in the kind of personality disorder. Cognitive difficulties were found in 6 out of the 10 anorexia records, and in only 3 out of the 10 conduct disordered records. As a group, the anorectic subjects did relatively poorly on recall of past or school-related learning and had difficulty in abstract reasoning and integration of new learning. On the unstructured Rorschach test, both groups showed lapses in ability to assess external reality, emotional concerns, developmental pathologies, and depressive images. However, the depressive responses of the anorectic subjects were followed by affective images, whereas the depressive responses of the conduct disordered subjects were followed by aggressive images. The anorectic subjects differed most from the conduct disordered subjects in number of paranoid images and symmetry responses. Finally, a significant number of Rorschach records of the anorectic group had suicidal indicators. (BL)

ED 243 051 CG 017 423

Hawkins, Brenda L.

Agency and Communion: An Alternative to Masculinity and Femininity.

Pub Date—Mar 83

Note—22p; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, DC, March 20-23, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adults, *Androgyny, Attribution Theory, *Behavior Patterns, Competence, Personality Studies, Psychological Characteristics, Self Evaluation (Individuals), *Sex Role, Sex Stereotypes, Social Behavior, Social Environment

Androgyny research has been hampered by a dependency upon traditional masculine and feminine sex roles for definition. Bakan's (1966) concept of agency and communion, which parallels masculinity and femininity, refers to behavioral competencies, involving a style or manner of interacting with the environment devoid of gender designations and cultural variations. Agency is characterized by self-protection, self-assertion, and self-efficacy; communion is manifested through contact, openness, and union. To investigate whether the concepts of agency and communion can be used as alternatives to masculine and feminine in androgyny research, and to investigate the effect of psychological sex role and gender on the self-attribution of agentic and communal competencies, 44 adults (25 female, 19 male) completed the Bem Sex-Role Inventory and the Present Behavioral Competencies Scale of the Counseling Goals Inventory. An analysis of the results showed that psychological sex role systematically affected self-attributions of agentic and communal competencies. Androgynous and feminine-typed subjects reported significantly higher levels of communal

competencies than did masculine-typed and undifferentiated subjects. Androgynous subjects reported high levels of both communal and agentic competencies, while undifferentiated subjects reported low levels of both. Based on the findings, agency and communion may be considered as possible alternative, parallel concepts in androgyny research. (BL)

ED 243 052 CG 017 424

Buunk, Bram Hupka, Ralph B.
Autonomy and Togetherness in Close Relationships: A Study of Seven Nations.

Spons Agency—Netherlands Inst. for the Advancement of Pure Research, The Hague.
Pub Date—Oct 83

Note—31p.; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, *Cross Cultural Studies, Foreign Countries, Group Unity, Higher Education, *Interpersonal Relationship, *Personal Autonomy, Philosophy, Psychological Needs, *Sex Differences, *Social Values
Identifiers—Gross National Product, *Togetherness

The necessity of balancing the need for togetherness and the need for separateness in intimate relationships has been well documented in family research. To investigate cross national differences in the value placed on autonomy versus togetherness in close relationships, 2,079 college students from Hungary, Ireland, Mexico, the Netherlands, the Soviet Union, the United States, and Yugoslavia completed a questionnaire on intimate relationships. An analysis of the results showed that college students in the Communist countries (Soviet Union, Hungary, Yugoslavia) emphasized togetherness and rejected too much autonomy in relationships, while college students in the Western democratic countries (United States, Ireland, the Netherlands) emphasized autonomy, particularly in separate friendships and hobbies. Across all countries, an emphasis on autonomy correlated positively with the gross national product per capita and with the level of democracy. In the Soviet Union and Yugoslavia, men put more emphasis on autonomy and less on togetherness than women, while this pattern was reversed in the United States and the Netherlands. The higher the gross national product per capita of a nation, the less women valued dependence and togetherness relative to the males in that society. In all nations, females were more accepting of the autonomous behavior of their partners than vice versa. (BL)

ED 243 053 CG 017 425

Robbert, Rosamond
Adaptation to Aging: The Maintenance of Self.

Pub Date—20 Nov 83
Note—13p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), *Adult Development, Age Discrimination, *Aging (Individuals), *Older Adults, Personality Traits, Perspective Taking, *Reference Groups, *Self Concept, Social Behavior, Social Environment, Social Support Groups

To examine the impact of old age upon an individual's sense of self we must look at the enduring self. An understanding of selfhood or self-consciousness can only be found by reference to the social activity of the individual. The interactional part of the self involves the individual in two forms of active social behavior, subject and object. The subjective form of self presents the self to others, while the objective form observes, interprets, and organizes reality as it is perceived. The interactional self experiences itself through three types of feedback loops: (1) nonsignificant reactive interactions; (2) self-awareness through role taking; and (3) inner consciousness of the objective self through external patterns of social interaction. The goal of the third level of feedback is adaptation to new social situations. In order for optimal development and maintenance of the self to occur a number of processes must operate throughout the lifespan. Two of these processes are role taking and social comparison. For the elderly, inaccurate role taking may occur due to a discrepancy between self-conception and social definitions. The

social forces in an ageist society and the temporal dimension demand readjustment in self-conception. The response is an internal role taking in which the self in its prime is used as a referent. This internal role taking is a dynamic process that involves not only the conscious inner dialogue that produces awareness of self as object but also the interaction between self and former self. Ultimately, the degree of internal role taking varies from culture to culture according to the relative status of the elderly in different societies. Where old age is a valued status, role taking may remain largely external, using feedback from the environment. The concept of internal role taking can help clarify our understanding of the difficulties of socialization to a devalued position in old age. (BL)

ED 243 054 CG 017 426

Sinnott, Jan D. And Others
The Effect of Attitude toward the Elderly on Behavior toward an Older Adult.

Pub Date—Apr 83
Note—23p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Philadelphia, PA, April 6-9, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Discrimination, *Attitude Measures, *Behavior Patterns, College Students, Gerontology, Higher Education, Interaction, Intergroup Relations, *Negative Attitudes, Older Adults, Social Attitudes

Many people hold negative attitudes toward older adults, and these attitudes often are associated with negative behavior toward the old. To explore the behavioral correlates of attitudes toward the elderly, 105 male and female college students, with a mean age of 24.5 years, participated in a two-phase experiment. During phase one, all subjects completed four attitude scales: Tuckman-Lorge Attitude Scale (TL); Semantic Differential (SD); Adjective Checklist (ACL); and Tuckman-Lorge Attitude Scale Revised (TLR). During phase two, those with the highest and lowest positive and negative attitudes (40 subjects) were exposed for a 5-minute period to a structured social situation which involved potential interaction with a 73-year-old female confederate. The interactions were videotaped through a two-way mirror. Following taping, subjects completed the Ammons Quick Test as a measure of behavior and IQ. An analysis of the results of the tests and of the behavior ratings of the tapes showed that only the TL, the TLR, and ACL correlated significantly with one another. Sex was the only demographic correlate of attitude, with more men than women considering negative ACL adjectives as inappropriate for elders. Behavior in the structured situation was only slightly related to general attitudes as measured by the TL, TLR, or the ACL, in that individuals with positive attitudes produced more positive behaviors than negative individuals. The sum of behaviors was significantly correlated with age, suggesting that the older the subjects the more positive their behaviors. Although general attitude scales were not useful in predicting behavior, context-specific behavior predictions might be possible using specific attitude items. (BL)

ED 243 055 CG 017 427

Walte, Barbara J. Ludwig, Meredith J.
A Growing Concern: How to Provide Services for Children from Alcoholic Families.

Evaluation Technologies, Inc., Arlington, Va.
Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.

Report No.—DHHS-ADM-83-1257

Pub Date—83

Contract—NIAAA-ADM-281-81-0009

Note—60p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Alcohol Education, *Alcoholism, *Children, Child Welfare, Counseling Techniques, *Delivery Systems, Elementary Education, *Family Life, Individual Needs, Minority Groups, Parent Child Relationship, Program Development, Rehabilitation Centers, *Social Services, Training

Identifiers—Caregivers

This document, written for caregivers and professionals working in the fields of education, recreation, and health and social services, presents

information about issues and strategies in the provision of services to children from alcoholic families. The first chapter discusses the effects of alcoholism on the family and reviews a whole system of behaviors and strategies that are developed to handle the alcoholic family member and maintain the family's economic survival. Profiles are presented of family life and members' behaviors. The second chapter explains the most frequently used programmatic strategies to reach and help children of alcoholics, as well as the types of caregivers and the contexts in which these strategies are applied. Gaps that exist in the provision of services are reviewed. The third chapter describes the kinds of agencies found in a typical community as they relate to serving the needs of children of alcoholics, the services they provide, and how they are funded. A case example of developing and financing a new program with children of alcoholics as the primary clients is presented. The fourth and final chapter explains how cultural patterns of behavior, learned by alcoholic families through interaction in differing cultural communities (e.g., Blacks, Native Americans, Hispanic Americans), affect the different ways they seek and respond to service delivery. A description of programs reaching children of alcoholics, and an annotated reading list, entitled "Sons and Daughters of Alcoholics," are appended. (LLL)

ED 243 056 CG 017 428

Price, William F.
Personal Values: Psychological Determinants of Retirement Preparation.

Pub Date—20 Nov 83

Note—18p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Middle Aged Adults, *Predictor Variables, *Psychological Characteristics, *Retirement, *Values

Identifiers—*Retirement Planning

With the trend toward early retirement and the fact that people are living to an older average age, more years of an individual's life will be spent in retirement. To examine personal values as psychological determinants of the retirement preparation process, 206 classified university employees, between the ages of 50 and 65 years of age, completed the Retirement Preparation Indexes and the Rokeach Value Survey. A value profile was established for each level of preparation (low or high) by computing median rankings for each value for all respondents in the category. An analysis of the results showed that preretirees with a high level of retirement preparation preferred terminal values which were action-oriented and self-actualizing, and instrumental values which emphasized virtuous and altruistic, self-assertive, and cognitive interests, e.g., a sense of accomplishment, wisdom, social recognition, and inner harmony. Persons scoring low on the Retirement Preparation Indexes showed a preference for more self-centered and hedonistic terminal values, and for instrumental values that were other-directed in nature, e.g., obedient, polite, forgiving. The findings suggest that value orientation may be a meaningful predictor of preretirement planning. (BL)

ED 243 057 CG 017 429

Mehrotra, Chandra M. N. And Others
Nursing Home as a Resource in Teaching Courses on Aging.

Pub Date—Aug 83

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aging (Individuals), Cooperative Programs, Courses, *Educational Gerontology, *Educational Resources, *Experiential Learning, Higher Education, Inservice Education, *Nursing Homes, Research Opportunities, Student Experience, Student Participation

Identifiers—*College of Saint Scholastica MN

With the increased percentage of older adults in the population, demand for professionals and para-professionals who possess both technical disciplinary competence and the experiential training necessary to work with older adults has increased. A program at the College of St. Scholastica in Duluth, Minnesota, allows students preparing for a ca-

reer in gerontology to undertake both cognitive and experiential learning activities. This approach enables them to develop a better understanding of the aging process and also fosters positive attitudes towards the aged. Cognitive learning is achieved by attending lectures, reading books, journals, and other materials, and through conducting library research. Experiential learning, which is an integral part of the courses, takes place through participation in group or individual projects in an applied setting. The Benedictine Health Center (BHC), a health care facility located on the college campus, provides students with a variety of experiential learning opportunities. In addition to these opportunities, cooperative relationships have developed between the college faculty and the BHC staff. Students have assisted the faculty in an Andrus Foundation study examining the social interactions of BHC residents and day service adults with students, children, staff, and others. Students also conduct internships, hold part-time jobs, and do mini-projects at the BHC. Faculty invite BHC staff and residents to serve as speakers in their classes. College courses in gerontology and other disciplines are offered at the BHC, and gerontology faculty provide in-service training to new employees at the BHC. (Author/BL)

ED 243 058 CG 017 430

Lake, Elizabeth A. Arkin, Robert M.
Social Anxiety and Reactions to Interpersonal
Evaluative Information.

Pub Date—Aug 83

Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anxiety, College Students, Higher Education, *Interpersonal Competence, Reliability, *Self Concept, Self Esteem, *Self Evaluation (Individuals), Social Behavior

Identifiers—Shyness

Self-evaluation research reveals that individuals are differentially receptive to approval and disapproval from others. To examine how individuals respond to interpersonal evaluation, 96 male and female college students, chronically low or high in social anxiety (shyness), received evaluative information after a successful or unsuccessful outcome on a test of social insight. Subjects' affective and cognitive reactions to the test outcome and the evaluation valence were assessed using a modified version of the Differential Emotions Scale and a questionnaire on perceptions, attribution of responsibility, and locus of control. An analysis of the results provided strong support for self-consistency theory. Across several of the cognitive measures, subjects appeared more accepting of receiving from others evaluative information that was consistent with their self-evaluations. Specifically, low social anxiety subjects tended to accept favorable evaluations more than their high anxiety counterparts, whereas high social anxiety subjects tended to accept unfavorable evaluations more than their low anxiety counterparts. These results suggest that individuals' self-evaluations, garnered through previous interpersonal experiences, are very likely to be maintained through a kind of self-fulfilling prophecy. Individuals respond to interpersonal evaluation in a manner that tends to lend credence and support to their initial and ongoing self-conceptions. (BL)

ED 243 059 CG 017 431

Schulz, William E.
The Training and Role of West German Employment Counselors.

Pub Date—21 Mar 83

Note—34p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, DC, March 20-23, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Guidance, Career Planning, *Counselor Role, *Counselor Training, Curriculum, Decision Making Skills, Educational Counseling, *Employment Counselors, Foreign Countries, Higher Education, Microcounseling, Practicum, Program Descriptions

Identifiers—*West Germany

After a short background introduction on educational and vocational guidance in West Germany, this paper, written for counselors and educators, fo-

cuses on three main areas: (1) a 3-year training program for all West German employment counselors; (2) a school orientation program offered to grade 8 students by the employment counselors, and (3) a microcounseling unit on decision making skills, which is taught to the employment counselors during their training program. Course work in the training program, including career development, group dynamics, documentation, interview techniques, sociology and psychology, and elective courses, is discussed. The internship program, consisting of three, 3-month practice and one 6-month practicum, is described, as well as two unique features of the training program, the school career orientation program and the microcounseling unit on decision making. The purposes, format, and benefits of the orientation program, which was intended to provide students in each of the three educational streams with career information and post secondary school training opportunities, are discussed. The paper concludes with a description of the decision making unit, which was developed to provide counselors-in-training with the skills (e.g., goal setting, alternatives, establishing evaluation criteria, making decisions, and preparation for setbacks) needed to help clients make decisions. (Author/BL)

ED 243 060 CG 017 432

McPhee, Jeffrey Thomas
Children at Risk: Vulnerability/Resiliency to Psychopathology after Parental Separation/Divorce.

Pub Date—Dec 83

Note—84p.; Master's Thesis, Purdue University. Figure 4-02 is marginally legible due to small print.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Age Differences, *Children, Conflict, *Coping, *Divorce, Elementary Secondary Education, *Emotional Response, Family Structure, Parents, Psychopathology, Sex Differences, *Stress Variables

Identifiers—Louisville Behavioral Checklist

This study explored factors within a child's social, familial, and intrapsychic system that mediate the effects on the child of parental separation/divorce. Using a sample of 52 children and 28 parents involved in contested divorce cases, structured interviews lasting 1.5 to 3 hours were conducted. Information about the separation, parental conflict/cooperation, and the child's response to separation was gathered. The Louisville Behavioral Checklist was utilized as a measure of psychopathology. Analysis revealed that boys experienced greater stress and pathology after parental separation than did girls. Younger school-aged children had higher stress levels and general "severity" levels than did their older cohorts, and high levels of parental conflict were also associated with increased pathology. Siblings and birth order were found to have strong influences on the effects of separation/divorce for children, as was their level of "concurrent stress." Children with high levels of stress were found to experience less severity than children with very low stress scores. The findings indicate no direct causality, but co-variation between certain factors (age, sex, self-confidence) and pathological functioning for children following separation/divorce. Resiliency and invulnerability to pathology are developmental characteristics which can be fostered in children. (Author/BL)

ED 243 061 CG 017 433

Kail, Kathleen M. Doyal, Guy
Depression and Abstract Problem Solving Ability.

Pub Date—Aug 83

Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Abstract Reasoning, College Students, *Depression (Psychology), Discriminant Analysis, Higher Education, Intelligence, *Problem Solving, Reaction Time, Sex Differences
Depression has been linked to cognitive deficits and learned helplessness models in various theories. To examine depression effects on abstract problem solving ability and the relationship between intelligence and anxiety, 66 of 303 college students (23 male, 43 female), evidencing least and most depressed states as assessed by the Beck Depression Inventory, completed the Block Design and Vocab-

ulary subtests of the Wechsler Adult Intelligence Scale (WAIS) and the Taylor Manifest Anxiety Scale. An analysis of the results showed no significant differences between the two groups. The Block Design performance of the most depressed group did not differ significantly from that of the least depressed subjects either before or after covarying for anxiety and intelligence on abstract problem solving performance or for response latencies. A discriminant function analysis found that sex, response latency, and intelligence contributed most to discriminating between the groups. Specifically, females, individuals who took less time to complete the Block Design tasks, and individuals with a lower intelligence were most likely to be depressed. (BL)

ED 243 062 CG 017 434

Lipman, Aaron Longino, Charles F., Jr.
Mother Is Alone Now: Sons and Daughters of Married and Widowed Mothers.

Pub Date—Nov 83

Note—10p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Daughters, Family Involvement, *Mothers, *Parent Child Relationship, *Sex Differences, *Social Support Groups, Sons, *Widowed

Identifiers—Adult Children

Support of aging parents is usually credited to daughters. To investigate the nature of support provided by sons and daughters to married or widowed mothers, married and widowed mothers from the 1977 Social Security Administration's Midwestern Retirement Community Study listed important people and details of the support (emotional, social, and instrumental) received by and given to each of these primary relations. Analysis of the data compared sex of adult children with marital status of mother, and sex of adult children with reciprocity of supportive relationship. The results showed only small support differentials between the sons and daughters of married mothers. In the absence of face-to-face contact, mothers heard slightly more from their daughters than from their sons. There was no significant difference in the amount of support given by sons and daughters. For the widowed mother, the daughter was the greater supporter in both face-to-face and the absence of face-to-face contacts. The widowed mother received more social and instrumental (task-oriented) support from her daughter. Both sons and daughters gave more social support to their widowed mothers than they received from them. Both sons and daughters were more likely to give instrumental support to widowed rather than married mothers. (BL)

ED 243 063 CG 017 435

Dye, Celeste A.
Doctoral Preparation for Gerontological Nursing.

Pub Date—Nov 83

Note—11p.; Paper presented to the Symposium "The Development of Gerontological Nursing Education," at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Clinical Teaching (Health Professions), Course Content, *Curriculum Development, *Doctoral Programs, *Educational Gerontology, Graduate School Faculty, *Nursing Education, *Program Design, Specialization
Doctoral education in nursing is relatively new, with 14 of the 22 programs identified by the National League of Nursing being established after 1970. To identify trends, patterns of consistency, recurrent gerontological foci, and the frequency of occurrence of identified factors in graduate programs in Gerontological Nursing, the curricula, program requirements, course content, and scheduling of 35 gerontological nursing graduate programs were reviewed. An analysis of the results showed that preparation for gerontological nursing is still in its infancy, with considerable diversity and inconsistency in curricula, terminology, and clinical emphases being cited. Curricular content appears to emphasize social, attitudinal, and physical care, with little attention given to mental health/geropsychiatric, or health policy issues. Despite a professed emphasis on clinical nursing research, the majority of programs give greater attention to general doc-

toral research preparation, theory development, and professional issues. The two year Master's degree programs show the most evident gerontological content, focusing on assessment skills, age-related biological changes, and physiological dysfunction. A curriculum balance between physiological, psychological, and social gerontological nursing is recommended, with emphasis on cultural diversity, advocacy, and clinical specialization in wellness/illness assessment. (BL)

ED 243 064 CG 017 436

Seguin, Mary M. McConney, Polly F.
Older Volunteers: Bridge Builders in the Work Place.

University of Southern California, Los Angeles.
Ethel Percy Andrus Gerontology Center.
Pub Date—2 Mar 82

Note—18p.; Paper presented at the Annual Meeting of the Western Gerontological Society (28th, San Diego, CA, February 27-March 3, 1982).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Gerontology, Guidelines, Human Resources, *Older Adults, Program Descriptions, *Program Development, Quality of Life, *Volunteers

Identifiers—*Andrus Gerontology Center CA
This description of the volunteer program at the Andrus Gerontology Center at the University of Southern California, Los Angeles, suggests that older adults can improve the quality of life for themselves and others by building bridges of understanding between generations within an organization, paid and unpaid workers, parts of an organization, organizations, and volunteers and other older persons in the community. The introduction, section I, describes retirees as a rich human resource and offers guidelines for a successful experiment based on the experiences of the Andrus volunteers. Section II presents a profile of the volunteers, and describes funding for the program and types of volunteer services requested by the Center, including acting as research subjects and tour guides. In addition, volunteer-initiated activities are described, including educational activities and publications related to gerontology, a speakers corps, the leadership development project, research projects, and community service projects; and the structure of the program is outlined. Section III presents guidelines for building a program of older volunteer personnel. Organizational prerequisites are discussed, and the roles of the volunteers and coordinator are outlined. Suggestions for making volunteer work meaningful are included. (JAC)

ED 243 065 CG 017 559

Lesgold, Alan
Intelligence: The Ability to Learn, or More? A Review of "Handbook of Human Intelligence" by Robert S. Sternberg.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—LRDC-1983/26

Pub Date—83

Note—18p.; Best copy available. Reprinted by permission from Contemporary Education Reviews, Volume 2, Number 2. Copyright, American Educational Research Association, Washington, DC.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Book Reviews, Cultural Influences, *Educational Psychology, *Etymology, *Intellectual Development, *Intelligence, *Learning Processes, Memory, Perception, Psychometrics, Research

Identifiers—*Handbook of Human Intelligence (Sternberg)

This article, written for psychologists, educators, and allied health professionals, is both a review of the "Handbook of Human Intelligence" Robert S. Sternberg, editor, and an essay in response to it. Following a note on the contributions made to the field of cognitive psychology by Sternberg and the Handbook, chapters of the book, which include conceptual issues, multiple definitions for intelligence, and a taxonomy of cognitive competencies, are reviewed. The contributed chapters in the Handbook, which focus on various aspects of intelligence are reviewed separately, with specific consideration as to how each aspect contributes to and broadens the

definition of and research on intelligence. Areas which are covered include: psychometrics, perception and attention, learning and memory, intelligence as reflective thinking, mental retardation and the intractability of intelligence, education, intervention programs, the cultural relativity of intelligence, and intellectual development. The paper concludes with reflections on two issues that were generated by the author's reading of the book. The first issue is whether intelligence research exists as a separate field of inquiry within the broad study of cognitive psychology. Arguments in favor of a separate subfield as well as potential dangers (e.g., stagnation and research issues) are presented. The second concern focuses on a need for the teaching of intelligence in light of the information processing and transmission revolution. The movement of teaching, from specific skills, which are being taken over by computers, to skills in how to learn, and adaptation, is recommended. (BL)

CS

ED 243 066 CS 007 557

Edwards, Peter Sofo, Frank
Assessing the Comprehensibility of Trade Materials.

Pub Date—[82]
Note—19p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Check Lists, Content Area Reading, Design, *Difficulty Level, Educational Objectives, Evaluation Criteria, Language Usage, Literature Reviews, Readability, Readability Formulas, Reading Comprehension, Reading Research, *Textbook Evaluation

Identifiers—*Text Structure

After reviewing criticisms of the exclusive use of readability formulas to evaluate text difficulty and describing successful efforts to broaden the traditional readability formula approach, this report presents a 20 item checklist for determining text comprehensibility based on four criteria: (1) specific objectives or outcomes expected from the reading material, (2) text organization, (3) language difficulty, and (4) text design, including layout, color, type of print, and use of headings and graphic illustrations. The report then explains how to use the checklist to determine a text's difficulty and concludes that the checklist helps to overcome the conceptual limitations of readability formulas. (MM)

ED 243 067 CS 007 558

Kaufman, Maurice And Others
Interactive Analysis of Reading Instruction with the Reciprocal Category System.

Pub Date—29 Apr 82

Note—13p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Lenox, MA, April 29, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Observation Techniques, *Interaction, Interaction Process Analysis, *Reading Instruction, Reading Research, *Reliability, Research Methodology, Student Behavior, *Student Teacher Relationship, Teacher Behavior, Teacher Supervision, Tutors, *Validity

Identifiers—*Interaction Analysis Category System

A study explored the use of an interactive analysis system, the Reciprocal Category System (RCS), for recording and analyzing observations of individuals tutoring in reading. The supervision of teaching requires observation, and the RCS can provide detailed, objective, and quantifiable records of behavior categories that occur in teacher-learner interactions and indicate whether the behaviors subsequently diminish or increase. Three observers first viewed videotapes of tutoring sessions. The data were then used to determine intraobserver and interobserver reliability. Five aspects of instruction were selected to see if they could be predicted from interaction patterns. It was found that the RCS categories are not sufficiently specific, in that types of questions are not identified, and correct and incorrect responses are not discriminated. Due to the small number of comparisons, the usefulness of certain indices is tentative. Refinements in RCS categories are called for before further research is undertaken. (CRH)

ED 243 068 CS 007 560

Beck, Isabel L. And Others
The Fertility of Some Types of Vocabulary Instruction.

Pub Date—Apr 84
Note—10p.; Paper presented at the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Context Clues, Grade 4, Intermediate Grades, *Language Processing, *Reading Comprehension, Reading Skills, *Remedial Reading, *Teaching Methods, *Vocabulary Development, Vocabulary Skills, *Word Study Skills

Designed to improve reading comprehension and other complex verbal functions, fertile instruction in word skill focuses on improving accuracy of word knowledge, increasing fluency of access to meanings in memory, and enriching semantic network connections among related concepts. It is particularly appropriate for teaching the high frequency words of mature language users to less skilled readers. In a program for less skilled readers in the fourth grade, semantic groups of about 10 words were presented over one-week periods. Instruction included a range of tasks from matching words with definitions to using words in new contexts and contrasting words to discover new relationships. The program also motivated children to carry their vocabulary learning beyond the classroom. Three studies of instructional effects revealed that (1) children gained an accurate knowledge of word definitions as measured by a multiple choice test, (2) children were able to access instructed words faster in word categorization tests, and (3) students receiving rich instruction outperformed those with more traditional instruction on a word context task. Finally, recall and multiple choice questions showed that students receiving fertile instruction had improved reading comprehension for stories with instructed words. (MM)

ED 243 069 CS 007 561

Vick, Marian L. Lynn, Jo Ann
Developing Comprehension Skills via Advance Organizers.

Pub Date—May 83

Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (28th, Anaheim, CA, May 2-6, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advance Organizers, *Graphs, *Learning Strategies, Prior Learning, *Readability, *Reading Comprehension, Reading Research, Reading Strategies, Research Methodology, Teaching Methods, Textbook Content, *Visual Aids

Identifiers—Assimilation Theory, Graphic Organizers, *Text Structure

Recent studies refuting the effectiveness of advance organizers in preparing students to comprehend text material have not met the conditions necessary for advance organizers to succeed. According to the assimilation theory, which holds that people learn by chaining what is known to what is to be learned, the following conditions must be met for advance organizers to be effective: (1) the material should be new; (2) it should be able to be conceptualized in a meaningful, assimilative context; (3) advance organizers should either give or isolate this meaningful context; (4) advance organizers should actively force their use by learners; (5) learners do not have prior knowledge of the meaningful assimilative contexts and would not regularly use subsumption in learning new materials; and (6) post-tests should measure transfer and long term retention. Prose advance organizers may be either expository or comparative. Graphic organizers, which are visual as well as verbal presentations, appear to have a number of advantages over prose organizers. For example, they have been operationally defined, may be constructed with a relatively simple set of directions, and allow for interaction between students and teachers. Used properly, advance organizers can upgrade students' comprehension of textbook material. (MM)

ED 243 070 CS 007 562

Philbin, Margaret M. Rubenstein, Herbert

Bridging and Reading Proficiency.

Pub Date—[81]

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, Elementary Education, Grade 3, Grade 5, *Reading Ability, Reading Achievement, *Reading Comprehension, *Reading Processes, *Reading Research Identifiers—*Bridging (Reading), *Inferences

A study was conducted for additional support of the view that bridging-drawing inferences to relate a sentence to a preceding sentence occurs during reading rather than at the time of testing. Subjects were 88 third and 67 fifth grade students whose reading proficiency was measured by performance on the Metropolitan Achievement Test. The bridging text items consisted of two source sentences to be connected by a bridge selected from three alternatives. Twenty-six items for each of three bridging types were constructed. The resulting correlation between bridging and reading proficiency confirmed the hypothesis that bridging occurs during reading. Given the fact that instances requiring certain kinds of bridging are frequent even in early reading materials, the hypothesis that bridging is performed during reading rather than during testing implies that a good reader should also be proficient at bridging. This was also confirmed. The hypothesis that the abilities employed in bridging involving pragmatic reasoning and in bridging involving logical reasoning would differ was not supported. (Test results are appended in two tables.) (HTH)

ED 243 071

CS 007 563

Edwards, Thomas O.

Communication Skills in the Inner City: Effects of Race and Dialect on Decoding.

Pub Date—[79]

Note—107p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Black Dialects, Communication Research, Communication Skills, *Cultural Influences, *Decoding (Reading), Dialects, *Inner City, Language Usage, Listening Comprehension, *Racial Factors, Speech Communication, *Standard Spoken Usage

To determine the effects of race and dialect in communication effectiveness, a study integrated research in referential communication with work on standard and black English, creating three hypotheses: that decoding within-race or within-dialect would be more effective than decoding across race or dialect, that decoding within any dialect would be equally effective, and that decoding familiar messages would be easier than decoding messages outside one's cultural frame of reference. Three experimental groups of 8 to 10 year-old children—40 black English speakers, 40 black standard English speakers, and 40 white standard English speakers—decoded standard and black English recorded messages about stimuli that were designated intrinsic or extrinsic to ghetto culture. Results indicated that sex was not a factor, race had minimal effects, and dialect significantly influenced the communication effectiveness of both listener and speaker. The more effective performance by the standard English speaking children was explained by their greater sensitivity to language, and the better performance in standard English by all children was attributed to their greater exposure to this mainstream language. The various interactions suggested a situational context explanation for the use of dialect and stimuli associated with a cultural frame of reference. (Test instruments are appended.) (Author/MM)

ED 243 072

CS 007 564

Dodd, William M.

Real Readers and Real Errors: A Pilot Study.

Pub Date—29 Mar 84

Note—26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, College Freshmen, Error Analysis (Language), Error Patterns, Higher Education, *Language Processing, Readability, Reading Comprehension, *Reading Processes, *Reading Research, *Recall (Psychology), *Sentence Structure, Syntax

A study examined the effect of five types of sentence faults on the method of information process-

ing, recall ability, confidence rating, and comprehensibility rating of college freshman English students. The control text consisted of five passages and the accompanying comprehension questions exactly as they appear on the multiple choice Georgia Regents' Testing Program Reading Test-Form 20. The experimental text consisted of the same five passages and questions, but with five examples of a specific sentence fault embedded in each passage. Procedures for the experimental group were the same. The results indicated that the errors embedded in the experimental passages did cause the readers to pause and retrace their steps more often than did the control passage. The intrusion of sentence faults did not, however, affect the students' ability to answer questions about the passage. The sentence faults did affect both the certainty with which students viewed their understanding of the passages and students' rating of comprehensibility, especially those passages that contained errors in pronoun reference. The findings agreed with previous studies indicating a significant relationship between how information is presented on the page and how that information is comprehended by the reader. (HTH)

ED 243 073

CS 007 567

Goetz, Ernest T. And Others

Elaborative Strategies: Promises and Dilemmas for Instruction in Large Classes.

Pub Date—83

Note—16p.; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Size, *Cognitive Development, *Cognitive Processes, Content Area Writing, Educational Research, Higher Education, *Large Group Instruction, *Learning Processes, *Learning Strategies, Lecture Method, *Teacher Effectiveness, Teaching Methods, Writing Exercises Identifiers—*Generative Processes

Prompted by the lack of research on learning in large college classes in terms of the cognitive processes and strategies students use, an experimental, preliminary study implemented generative activities in an undergraduate educational psychology class of approximately 70 students. The activities involved such things as stopping in the middle of a lecture to have students either paraphrase a principle or definition or summarize what was just said, or having them compose or analyze metaphors and generate new examples or analogies. Instructors provided feedback by presenting one or more prototypical, appropriate elaborations, or by discussing some common misconception in elaborations. Despite the limitations of the study, several observations were made, among them that (1) generative activities can be developed for most of what is taught; (2) implementing generative activities in large, college classes is logistically possible and worthwhile; (3) the effectiveness of generative activities in large classes reflects student differences; (4) students may not be comfortable when asked to engage in generative activities; (5) students may need training in the use of generative processes; and (6) providing adequate feedback to the students is crucial to the success of generative activities. (HOD)

ED 243 074

CS 007 568

Yaden, David B. Jr.

First Graders' Print Awareness as Related to Reading Achievement, Intelligence and Gender.

Pub Date—Apr 84

Note—66p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Aptitude, *Beginning Reading, Cognitive Processes, *Concept Formation, Grade 1, *Intelligence, Primary Education, *Reading Achievement, Reading Instruction, *Reading Research, *Sex Differences, Word Recognition

Identifiers—*Print Awareness

A study investigated previous research findings that children demonstrate certain confusions about print conventions, and that above average readers perform better on measures that assess knowledge of print conventions than do poorer readers. In addition, the study measured the contribution of intelligence to both print awareness and reading

achievement and tested for the presence of certain hypothesized effect sizes to more precisely define the relationship between print awareness, reading ability, and intelligence. Subjects, 62 white female and 56 white male first grade students, completed the Concepts about Print Test (CAPT), the Otis-Lennon School Ability Test, and the Stanford Achievement Test. In general, the results supported previous findings that some beginning readers' concepts of letters, words, and punctuation marks are not stabilized even after one year of reading instruction. Significant differences were found between types of readers on the intelligence measure and on items of the CAPT representing directional habits and pertaining to the identification of incorrect word and letter sequences and punctuation. While measures of reading achievement and intelligence together accounted for 40% of the variance in print awareness scores, neither accounted for a substantial amount of variance with the other statistically controlled. No sex differences were discovered on any variable measured. (Extensive tables of data are appended.) (FL)

ED 243 075

CS 007 569

How to Read Technical Textbooks.

Association of American Publishers, New York, N.Y.

Pub Date—81

Note—17p.; AAP Student Service series.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Bound Students, Higher Education, High School Seniors, Illustrations, Instructional Materials, Reading Comprehension, Reading Skills, *Reading Strategies, *Study Skills, Symbols (Mathematics), *Technical Writing, *Textbooks, Visual Aids

Intended for college bound students, this booklet explores textbook components to help students in their approach to studying technical information. After defining technical material and describing how to recognize it, the booklet discusses (1) symbols, (2) equations, (3) formulas, (4) theorems, (5) placement of symbols in textbooks, (6) tables, (7) illustrations, (8) line and bar graphs, (9) pictographs, and (10) pie charts. (HTH)

ED 243 076

CS 007 570

Fitzgerald, Jill Teasley, Alan B.

Effects of Instruction in Narrative Structure on Children's Writing.

Pub Date—83

Note—40p.; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Coherence, Cohesion (Written Composition), *Creativity, Grade 4, Intermediate Grades, *Language Usage, *Narration, Planning, Prewriting, Reading Comprehension, Syntax, Teaching Methods, *Writing Instruction, *Writing Readiness, *Writing Research Identifiers—Direct Instruction, Reader Text Relationship, *Story Structure

A study investigated whether direct instruction in story constituents and their interrelationships could enhance children's organization in story writing. It was hypothesized that the special instruction could provide children with an internalized prototype story structure that could serve as a heuristic or planning device for organizing compositions, and that the instruction might indirectly affect other features of writing, such as creativity, cohesion/coherence, syntactic complexity, and length of protocols. Subjects, 19 fourth grade students identified (through story telling and scrambled story recall tasks) as lacking a keen sense of narrative structure, were randomly assigned to one of two treatment groups. The first group received instruction in knowledge of story structure, while the second received instruction in dictionary word study. Results showed that direct instruction in narrative structure did have a strong positive effect on organization in children's story writing. In addition, the instruction enhanced overall creativity, uniqueness, and language usage, and reduced cohesive errors. There were no meaningful effects on syntax or length of protocols. (Author/FL)

ED 243 077

CS 007 571

Goetz, Ernest T. Palmer, Douglas J.

The Role of Students' Perceptions of Study Strategy and Personal Attributes in Strategy Use.

Pub Date—Jan 84

Note—34p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attribution Theory, College Students, Higher Education, Individual Characteristics, *Learning Strategies, *Metacognition, Models, Predictive Measurement, *Reading Comprehension, Reading Research, Reading Strategies, Reading Tests, Self Concept, *Self Evaluation (Individuals), *Study Skills

Drawing on study strategy, metacognition, and attribution research, a model of strategy use was presented and evaluated via a series of regression analyses. Data analysis was conducted in three stages: identifying frequency of strategy use, relating strategy use to test performance, and predicting reported use of strategies that were related to students' performance. Subjects, 224 college students, reported using an average of more than eight strategies when reading—most commonly, rereading to increase understanding. Few students reported using such metacognitive strategies as formulating questions before reading or outlining material after reading. Students' performance on a short-answer test was predicted by their reported use of skimming, anticipating the test, and rereading strategies. These practices themselves were significantly predicted by one or more of the following components in the proposed strategy use model: strategy knowledge, perceived learner attributes, and strategy efficacy. (Author/MM)

ED 243 078

CS 007 572

Schorr, Frances

The Effects of Varying Procedural Instructions on Comprehension.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Apr 84

Contract—N000-14-80-c-0372

Note—24p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, College Students, Higher Education, *Illustrations, Readability, *Reading Comprehension, *Reading Materials, *Reading Research, Reading Strategies Identifiers—*Instructions, Reader Text Relationship, *Text Structure

A study investigated how comprehension, as measured by the accuracy and speed of performance, is affected by the information contained in a set of procedural instructions. Using instructions that were varied with respect to the mode of presentation (pictures, text, or pictures and text) and the degree of explicitness of operational information, 68 college students assembled a toy. The results showed that the use of instructions containing detailed (explicit) operational information led to greater accuracy in assembling the toy, while the use of instructions containing pictures led to greater speed. (Copies of the different types of instructions are appended.) (Author/FL)

ED 243 079

CS 007 575

Roehler, Laura R. And Others

Training Teachers for Instructional Change in Reading: A Descriptive Study. Research Series No. 143.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—IRT-RS-143

Pub Date—Feb 84

Contract—400-81-0014

Note—24p.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$3.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Educational Research, *Inservice Teacher Education, Modeling (Psychology), *Program Evaluation, *Reading Instruction, *Teacher Behavior, *Teacher Effectiveness, Teaching Methods, *Training Methods

Teacher training sessions were examined to deter-

mine why four teachers receiving the same training in implementing explanation behavior in reading instruction differed in the success with which they carried out the new strategies. Audiotaped training sessions, trainer self-reports, and teacher interviews were qualitatively analyzed to identify the characteristics of successful teacher change. Results revealed three major differences between the training of the one successful and the three unsuccessful teachers: (1) while the other trainers only gave oral and written explanations, the successful teacher's trainer both emphasized the thinking a teacher must go through when planning and implementing a lesson and demonstrated the selected behaviors; (2) unlike the others, this trainer provided training through the actual implementation of instructional strategies and gradually diminished help as the teacher adjusted his instructional behavior; and (3) the successful teacher's trainer modeled aloud the thinking a teacher must do to plan and implement the process. (The criteria for evaluating instructional communication is appended.) (MM)

ED 243 080

CS 007 577

Jose, Paul E.

Story Interestingness: Goal Importance or Goal Attainment Difficulty?

Pub Date—Apr 84

Note—28p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, Elementary Education, *Emotional Response, Higher Education, *Learning Theories, *Reader Response, Reading Attitudes, Reading Comprehension, *Reading Interests, *Reading Research Identifiers—Reader Text Relationship, Story Grammar, *Story Structure, *Structural Affect Theory

While story grammar and cognitive science theories of stories state or imply that a story will be more interesting if the protagonist experiences difficulty in attaining his or her goal, neither theory considers that the importance of the goal may also affect how interesting the story is. The structural-affect theory, however, defines stories on the basis of the emotional responses they elicit in a reader, and, for that reason, considers goal importance to be a critical component of storyhood. A study used the structural-affect theory to predict that two story structures would affect the ratings of storyhood and story liking: the importance of the goal the protagonist pursued and the difficulty the protagonist experienced in attaining the goal. Subjects—32 first grade, 32 third grade, 38 fifth grade, and 41 college students—read specially created narratives that varied in terms of the importance of the goal to be attained by the protagonist and the difficulty encountered in attaining that goal. Data from all age groups confirmed the predictions. Results also showed that the subjects, particularly adults, expected the two structures to co-occur in stories, namely that important goals would be difficult to attain. The findings indicate that the story grammar and cognitive science descriptions of story "interestingness" are inadequate because they fail to consider readers' affective responses to stories. (Copies of stimulus materials are appended.) (FL)

ED 243 081

CS 007 578

Alvermann, Donna E. Boothby, Paula R.

Knowledge of Text Structure and Its Influence on a Transfer Task.

Pub Date—Apr 84

Note—20p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Grade 4, Intermediate Grades, *Learning Strategies, *Reading Comprehension, Reading Research, Recall (Psychology), Social Studies, *Textbook Content, *Transfer of Training, Writing Exercises

Identifiers—*Graphic Organizers, Reading Writing Relationship, *Text Structure

Recognizing that children's spontaneous use of text structure facilitates their comprehension of expository prose, a study examined the transfer effects of graphic organizer instruction on 24 fourth grade

students' ability to use top-level structure in the comprehension and recall of new content area material. Subjects were randomly assigned to one of three conditions. Those in the two experimental conditions received instruction in the use of graphic organizers for 14 class periods and 7 class periods respectively, while control group subjects were taught by the reading-recitation method. Criterion measures consisted of both written free recalls administered before, during, and at the end of the instruction period, and a multiple choice test on the social studies material covered during the experiment. Results indicated that the length of the treatment period was a critical variable, as students in the 14-day graphic organizer group comprehended and recalled significantly more information than control students, while students in the 7-day treatment group showed no reliable difference from control group students. No reliable differences appeared in the three groups' scores either in the first recall passage measuring transfer of knowledge or in the multiple choice test. (MM)

ED 243 082

CS 007 579

Taylor, JoEllyn And Others

Reading in the Responsive Education Program.

Revised.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Department of Education, Washington, DC.

Pub Date—81

Note—273p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Class Activities, Classroom Environment, *Curriculum Development, Educational Objectives, Instructional Materials, Primary Education, Program Evaluation, *Reading Comprehension, Reading Diagnosis, *Reading Instruction, Reading Processes, *Reading Programs, Reading Skills, Reading Tests, Teacher Role

Identifiers—Responsive Reading Program

Intended to enable teachers and other school staff members to implement the Responsive Reading Program, a comprehension-centered program for kindergarten to third grade children, this guide is divided into a brief introduction and five major sections. The second chapter discusses the theoretical background of the program and the skills or strategies needed in reading, the third chapter describes how teachers implement the program, and the fourth outlines ways of assessing children's present abilities as a basis for planning appropriate activities. The fifth chapter gives examples of suggested classroom activities for four levels: the prereading learner, the beginning reader, the developing reader, and the independent reader; while the sixth chapter describes methods for internal and external assessment of the program. The appendices are abstracts of three articles: "The Challenge of Individualized Reading Instruction," by Lyman C. Hunt, Jr.; "The Role of Prediction," by Frank Smith; and "Making Sense: The Basic Skill in Reading," by JoEllyn Taylor. (MM)

ED 243 083

CS 007 580

Culp, Mary Beth Spynn, Sylvia

The Influence of Writing on Reading.

Pub Date—Apr 84

Note—14p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, Higher Education, *Reading Attitudes, *Reading Comprehension, *Reading Instruction, *Reading Research, *Student Attitudes, Teaching Methods, Vocabulary Development, *Writing Instruction

Identifiers—*Reading Writing Relationship

A study investigated the effect of writing on reading comprehension, vocabulary, and attitude of college freshmen enrolled in a reading course. Thirty-eight students were randomly assigned to either an experimental or a control group. Reading instruction varied only in the use of a writing component for the experimental group. Instruments used in the study were the Nelson-Denny Reading Test and the Estes Attitude Scales. An analysis of covariance on reading test scores resulted in significant differences between groups on vocabulary and comprehension. No significant differences were

found between the groups on the reading portion of the attitude scales. Although results indicated that writing has a positive influence on reading, they leave unanswered a number of questions about the long-term effects of the instruction. (FL)

ED 243 084 CS 007 583

Hogrebe, Mark C. And Others
Are There Sex Differences in Reading Achievement? An Investigation with the High School and Beyond Data.

Pub Date—Apr 84

Note—25p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Demography, Females, Grade 10, Grade 12, High Schools, Males, Predictor Variables, Private Schools, Public Schools, *Reading Achievement, *Reading Research, School Location, School Size, *Sex Differences, Socioeconomic Status

A study investigated the relationship between sex and reading achievement at the high school level. In addition, it examined the amount of variance in reading achievement accounted for by certain demographic variables, such as type of school, location of school, and socioeconomic status of students. Data for the study came from the High School and Beyond database compiled by the National Opinion Research Center. Information on more than 23,000 seniors and 24,000 sophomores was analyzed using multiple regression procedures. Results for both groups indicated that sex accounted for less than 1% of the variance in reading achievement, while demographic variables accounted for 20% of the variance in reading achievement for seniors and 22% for sophomores. The findings suggest that by the time students reach high school, virtually no sex differences exist in reading achievement. (Author/FL)

ED 243 085 CS 007 585

Newcome, George L. III
The Role of Reader Perspective in Language Comprehension and Memory.

Pub Date—Apr 84

Note—31p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, *Cognitive Style, Higher Education, Memory, *Perspective Taking, Reader Response, Reading Comprehension, *Reading Research, *Recall (Psychology), *Recognition (Psychology)

Identifiers—Reader Text Relationship

Two experiments were conducted to investigate the effect of reader perspective on encoding, storage, and retrieval processes and how this effect differs as a function of cognitive style. In both experiments, subjects read a passage from one of two assigned perspectives (a burglar or a prospective home buyer) or from no assigned perspective.

In the first experiment, 54 college students completed measures of immediate recall and recognition and the Group Embedded Figures Test; in the second experiment, 50 college students completed measures of delayed recall and recognition and the embedded figures test. On the immediate recognition measure, subjects who read a passage from either of the two assigned perspectives correctly recognized more items that were important to the burglar perspective, but subjects not assigned to any perspective showed no difference in recognition of burglar and home buyer information. These findings suggest that assigning subjects a perspective induces them to think more about the passage and relate it to their prior knowledge. The results of the immediate recall measure suggest that readers used their knowledge associated with the assigned perspective as a retrieval plan. Finally, the pattern of individual differences on the delayed recall measure suggests that structural characteristics of the text itself might affect storage and retrieval but not encoding processes. (FL)

ED 243 086 CS 007 586

Reading Objectives, 1983-84 Assessment.
National Assessment of Educational Progress,
Princeton, NJ.

Spons Agency—National Inst. of Education (ED),
Washington, DC.

Report No.—ISBN-0-88685-022-3; NAEP-15-
RL-10

Pub Date—84

Grant—NIE-G-80-0003; NIE-G-83-0011

Note—15p.

Available from—National Assessment of Educational Progress, Publication Order Services, Box 2923, Princeton, NJ 08541 (\$4.00).

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Assessment, *Educational Objectives, Elementary Secondary Education, Literature Appreciation, Measurement Objectives, *National Competency Tests, National Surveys, *Reading Comprehension, Reading Processes, *Reading Tests

Identifiers—*National Assessment of Educational Progress, Reader Text Relationship

The reading objectives presented in this booklet are the most recent in a series that has included one set of combined reading and literature objectives, two sets of reading objectives, and two sets of literature objectives. As presented in the booklet, the objectives reflect the interactions of reader, text, and process rather than definitions of discrete units that can be directly translated into observable behaviors. The four objectives discussed are that the student: (1) comprehend what is read; (2) extend comprehension; (3) manage the reading experience; and (4) value reading. The final section of the booklet discusses the development of the objectives and provides a list of subject matter specialists, teachers, school administrators, researchers, parents, and members of the public who contributed to their formulation. (FL)

ED 243 087 CS 007 587

Gates, Louis

Gates Phonic Word Lists for Teaching Reading.

Pub Date—May 84

Note—294p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC12 Plus Postage.

Descriptors—*Consonants, Language Research, *Letters (Alphabet), Phonetic Analysis, *Phonics, Reading Instruction, Reading Research, Spelling, *Vowels, *Word Frequency, *Word Lists

To help reduce the guess work that underpins many phonics programs, a study comprehensively examined the phonic elements of 17,211 words drawn from the 17,310 word list originally compiled by Thorndike and Lorge and later updated by members of the Stanford Spelling Project. Each word in the list was assigned its corresponding respelling that was given in the "American Heritage Dictionary" and reorganized into one of six groups: five by the relative frequency of occurrence as assigned by Thorndike and Lorge and a sixth formed of the words included by the Stanford researchers. A computer program was then written that searched for specific letters or letter combinations within the words; R-controlled vowels, single vowels, final-vowel-consonant-E, adjacent vowels, consonant phonograms, compound consonants, and single consonants. Using these categories as a point of reference, a number of phonics generalizations were framed, each of which has at least a 90% efficiency. (The study includes the word lists as well as statistical data for both the words found in the total word corpus and the most frequently occurring words.) (HOD)

ED 243 088 CS 007 588

Dansereau, Donald F.

Cooperative Learning: Impact on Acquisition of Knowledge and Skills. Technical Report 586.

Texas Christian Univ., Fort Worth.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Pub Date—Sep 83

Contract—MDA-903-82-C-0284

Note—49p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Cognitive Ability, Cognitive Style, College Students, *Cooperation, Feedback, Higher Education, *Learning Strategies, Listening, *Reading Comprehension, Reading Research, *Retention (Psychology), *Skill Development, Study Skills, *Transfer of Training

Identifiers—*Cooperative Learning, Summarization

In three experiments investigating both the fea-

tures of cooperative learning in pairs that lead to improved mastery and retention of information and transfer of learning strategies to individual situations and the individual characteristics that contribute to cooperative learning outcomes, 126 college students studied excerpts from expository texts and were tested on retention of main ideas and details. Students worked either in pairs or individually, with or without experimenter-provided learning strategies. In the cooperative learning situations, one partner summarized the text read while the other either simply listened or provided elaborative and corrective feedback. Recaller/listener roles were either fixed or alternated. Effects of cooperative learning strategies on individual learning tasks were also assessed in a transfer task and eight measures of cognitive style and ability were administered. Findings showed that (1) cooperative learning was consistently more effective than individual learning, (2) recallers consistently learned more than listeners, (3) the summary recall and feedback strategy transferred positively from cooperative to individual learning situations, and (4) field independent and highly verbal partners facilitated the learning of field dependent and moderate verbal ability partners, with no adverse consequences to themselves. (Numerous tables summarizing the data are included within the text.) (MM)

ED 243 089 CS 007 590

Vosniadou, Stella Ortony, Andrew

Testing the Metaphoric Competence of the Young Child: Paraphrase versus Enactment. Technical Report No. 313.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Academy of Education, Washington, D.C.; National Inst. of Education (ED), Washington, DC; National Science Foundation, Washington, D.C.

Pub Date—May 84

Contract—400-81-0030

Grant—NSF-BNS80-04541

Note—27p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Detroit, MI, April 21-24, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Child Language, *Cognitive Development, *Dramatic Play, Figurative Language, Grade 1, *Language Processing, *Listening Comprehension, *Metaphors, Primary Education, Reading Research, Speech Communication, *Young Children

Identifiers—Paraphrase

In a study investigating the hypothesis that verbal paraphrase and explanation tasks account for part of the difficulty that young children have with tests of metaphor comprehension, 32 six-year-old children were read short stories that ended with metaphorical sentences. Half of the children were asked to paraphrase the metaphorical sentences while the other half were asked to act them out with toys in a real world environment. The children in the enactment group produced more correct interpretations of the sentences than did the children in the paraphrase group. These results confirm the hypothesis that a paraphrase task underestimates young children's understanding of metaphor. (Tables comparing children's responses in the two groups are appended.) (Author/MM)

ED 243 090 CS 007 597

Miller, Samuel D. Smith, Donald E. P.

Differences in Literal and Inferential Comprehension after Reading Orally and Silently.

Pub Date—May 84

Note—17p; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Differences, Elementary Education, *Oral Reading, Reading Ability, *Reading Comprehension, *Reading Research, Reading Skills, *Reading Tests, *Silent Reading, *Test Format, Test Items, Test Validity

Identifiers—*Inferential Reasoning

To test the assumption that questions measuring literal comprehension and those measuring inferential comprehension are equally valid indices for both oral and silent reading tests at all skill levels, questions from the Analytic Reading Inventory were

classified as either literal or inferential. Subjects, 94 children in grades two to five, read grade-appropriate test passages either orally or silently and answered the comprehension questions. Although showing no direct effects from test format (oral or silent reading) or kinds of questions asked, results showed several interaction effects at different levels of competence. These effects included the following: (1) poor readers comprehended better during oral reading than during silent reading; (2) poor readers tested better on inferential questions than on literal ones when inferential questions included items measuring main idea, cause-effect relationships, and use of implied meanings; (3) the average reader comprehended better during silent reading than during oral reading and comprehended all questions equally well; (4) the good reader was generally strong in both oral and silent reading on various measures of comprehension, and (5) the single best indicator of competency was literal comprehension. (MM)

ED 243 091 CS 007 599

Thompson, Richard A.

Computer Assisted Reading Instruction Research.

Pub Date—May 84

Note—16p.; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Educational Technology, Elementary Secondary Education, *Instructional Improvement, Literature Reviews, Reading Achievement, *Reading Instruction, *Reading Research, *Student Attitudes, *Technological Advancement

In the past two decades, computer assisted reading instruction has developed substantially. From educators using large mainframe computers located at a distance from keyboard terminals in classrooms, today reading educators are capable of using computer-assisted instruction (CAI) on typewriter-sized equipment portable to any location and usable anywhere. Although some investigations have shown computer-assisted instruction to be more effective than teacher-directed instruction, many more investigations are needed before that question can be answered definitively. Nevertheless, research studies have had several important instructional implications: (1) CAI currently has the capability of performing instructional tasks of a drill and practice type; (2) CAI's effect on reading achievement is equal to but no greater than that of teacher directed instruction; (3) students generally demonstrate positive attitudes toward computers, although poorly constructed CAI lessons bore students just as poorly constructed teacher prepared and delivered lessons do; and (4) relatively few teachers were involved in the early experimental research studies as reading experimentation was left to professional computer experts. (HOD)

ED 243 092 CS 007 601

Tomko, Diane Marie

Preschool Library Experience and Reading Readiness.

Pub Date—May 84

Note—30p.; M.A. Thesis, Kean College of New Jersey.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, *Early Experience, Influences, *Kindergarten Children, Learning Experience, *Library Role, *Parent Attitudes, Parent Influence, Preschool Education, *Reading Readiness, Reading Readiness Tests, Reading Research, *Student Attitudes

To assess the impact of public library preschool activities on children's reading readiness skills, a criterion reference test of reading readiness development was administered to 106 children entering kindergarten. Questionnaires were given to both parents and children to determine their uses and views of the library in their town. Comparison of the test scores and the questionnaires indicated that children who used the library scored higher on the reading readiness test and had a more positive view of the library than children who did not use the library. The study suggested that children with library experience demonstrated greater reading readiness than children without this experience. (Appendixes include parent and children questionnaires, and questionnaire and test results.) (Author)

thor/MM)

ED 243 093 CS 007 604

Wingenbach, Nancy Gard

The Gifted Reader: Metacognition and Comprehension Strategies.

Pub Date—Apr 84

Note—29p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academically Gifted, Elementary Secondary Education, *Metacognition, *Reading Comprehension, Reading Processes, *Reading Research, Reading Skills, *Reading Strategies

Identifiers—*Comprehension Monitoring, Protocol Analysis

To examine the comprehension process employed by gifted readers and to identify the various metacognitive strategies they employ, 100 gifted student volunteers in grades 4 through 7 were administered the Iowa Tests of Basic Skills (ITBS), Reading Subtests 11 and 13. The students also completed a questionnaire to determine metacognitive awareness of strategy selection and use. Based on grade equivalence results of the ITBS subtest, level 13, the top five students in each grade level were selected to participate in protocol analysis of the comprehension process and an interview. Students were given two short passages with related questions from ITBS level 14 and asked to stop at indicated points to describe the text and what they were thinking. Findings revealed that all participants scored above grade level placement, and that students perceived their use of (1) failure to understand a clause, (2) rereading, (3) information about the story to understand context, (4) use of context to obtain meaning of words, (5) identification of main ideas and significant details, and (6) use of imagery, a previously unidentified strategy. The results suggest a need for teacher awareness of the comprehension process and metacognitive strategies. These could be incorporated into both critical and creative reading instruction, along with the general techniques of guided reading and structured overviews. (CRH)

ED 243 094 CS 007 605

Klebacher, Kathryn F.

Contemporary Children and Basal Reading Series.

Pub Date—May 84

Note—43p.; M.A. Thesis, Kean College of New Jersey.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Basal Reading, Characterization, *Content Analysis, Demography, Ethnic Groups, *Family Characteristics, Family Problems, Intermediate Grades, Reading Research, Sociocultural Patterns, *Socioeconomic Background, *Textbook Bias, *Textbook Content, Textbook Evaluation, Textbook Research

Contemporary children must deal with many family problems that children 20 years ago never had to face, including divorce, parental separation, death, working mothers, and economic status. To determine how well current basal reading series reflect the changing American family, the stories of four basal reading series for grades four, five, and six were analyzed and placed in the following categories: (1) sex of the main characters, (2) family structure, (3) economic status, and (4) type of story. The results showed that publishers have made an effort to eliminate sex discrimination, but that the largest percentage of main characters were still Caucasian, middle class children from intact families who live in houses in suburban or rural communities. The stories do not reflect current population statistics in the United States. (Results of the basal story analysis are appended.) (Author/MM)

ED 243 095 CS 007 611

Pitts, Murray M. And Others

Teaching Comprehension-Monitoring with Microcomputers.

Pub Date—16 Nov 83

Note—20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 16, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, *Computer As-

sisted Instruction, *Computer Assisted Testing, Grade 4, Intermediate Grades, *Microcomputers, *Reading Comprehension, Reading Improvement, Reading Instruction, *Reading Research, Reading Skills

Identifiers—*Comprehension Monitoring

While it is widely recognized that comprehension monitoring is an important reading comprehension ability, effective methods for teaching readers to recognize and overcome various comprehension obstacles have not yet been conclusively identified. To determine if microcomputers could be used to teach students to overcome such obstacles, 41 fourth grade students were randomly assigned to groups in a Solomon four-group design. The four groups were (1) a control group that received no treatment and that did not complete the Real World Reading Test (RWRT) as a pretest; (2) a control group that received no treatment, but that did complete the RWRT; (3) an experimental group that did not complete the RWRT as a pretest; and (4) an experimental group that did. Students in all groups took the RWRT as a posttest, as well as the Gates-MacGinitie reading comprehension test as a pretest. The students in the experimental groups worked at microcomputers using materials especially designed to teach comprehension monitoring, while the students in the control groups were not exposed to microcomputer instruction. Results indicated that the treatment was minimally effective. (FL)

ED 243 096 CS 007 612

Fillmer, H. Thompson Meadows, Rita E.

The Portrayal of Older Characters in Five Sets of Basal Readers.

Pub Date—28 Mar 84

Note—16p.; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Discrimination, *Basal Reading, *Characterization, Comparative Analysis, Content Analysis, Elementary Education, Females, Males, *Older Adults, *Reading Research, *Sex Bias, Textbook Content, Textbook Research

A study investigated the depiction of older characters in basal reader series from 1975 to 1983. A checklist was used to collect data concerning the treatment of older people in the stories and pictures of the following series: (1) Macmillan and Company (1975), (2) Allyn and Bacon (1978), (3) Scott Foresman (1978), Ginn and Company (1982), and (5) D.C. Heath (1983). Older people were identified by descriptive terms in the text, by pictures, and by designation of grandparents in the narrative. The checklist was marked according to whether the character appeared in the story only, in the picture only, or in both. The findings revealed that the elderly were presented more favorably in newer basal readers than in earlier series with regard to their capabilities, occupations, mentality, physical well being, personality, appearance, activities, and overall image. The gender bias in favor of males, however, still existed in both stories and pictures. (FL)

ED 243 097 CS 007 615

Vozz, Judith

A Comparison of Reading Scores of Children from One-Parent and Two-Parent Families.

Pub Date—May 84

Note—24p.; M.A. Thesis, Kean College of New Jersey.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Comparative Analysis, Elementary Education, *Family Influence, *One Parent Family, *Parents, *Reading Achievement, *Reading Research

To determine the effects, if any, that one-parent families have on reading achievement, a study compared the 1983 California Achievement Reading Test scores of children in grades two through four who were from one-parent families, with scores of those from two-parent families. Twelve children were used in each group. Total reading scores were converted into scores that showed the difference between chronological age and (test score) grade equivalent. Results indicated that the mean score of the one-parent family students was higher than that of the children in two-parent family situations. (Appendix is a literature review of related research on the effects of disrupted families on children's behavior and achievement.) (HOD)

ED 243 098

CS 007 617

Brinckle, Claire

Reading to Children and Achievement.

Pub Date—May 84

Note—27p.; M.A. Thesis, Kean College of New Jersey.

Pub Type—Reports - Research (143) - Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Grade 6, Intermediate Grades, Pretests Posttests, *Reading Achievement, *Reading Aloud to Others, *Reading Comprehension, Reading Improvement, Reading Instruction, *Reading Research, Teaching Methods

A study was conducted to determine whether a teacher's reading to sixth grade students on a regular basis would have a significant positive effect on their reading comprehension. Twenty students, divided into experimental and control groups, were pretested and posttested using the "Gates-MacGinitie Reading Test." During the eight-week study, the researcher read to the experimental group for 25 minutes, three times a week. During the reading, the control group worked on other activities in a separate room. The posttest indicated a significant difference in the comprehension scores for the two groups with the experimental group showing significant gains in comprehension as a result of the treatment. (HTH)

ED 243 099

CS 007 621

DiStasio, Phyllis

The Effect of Bibliotherapy on Personal and Social Development of Second Graders.

Pub Date—Apr 84

Note—22p.; M.A. Thesis, Kean College of New Jersey.

Pub Type—Reports - Research (143) - Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bibliotherapy, Child Development, Grade 2, *Personality Development, Primary Education, Reading Instruction, Reading Materials, *Reading Research, *Social Development

A study examined the effect of bibliotherapy on the personal and social development of second grade students in a self-contained classroom. Students were pretested with the California Test of Personality (CTP), primary series, then were read to from books chosen on the basis of weaknesses exhibited by the children on the test. Books were read to the children each day for 12 weeks, and each reading session was followed by a group discussion. The CTP was administered as a posttest in the 13th week. Results indicated that the bibliotherapy had significant, positive effects on the social and personal development of the subjects. (A list of books used in the bibliotherapy sessions is appended.) (FL)

ED 243 100

CS 208 184

Newton, Ray

Student Press Freedoms: Rights and Responsibilities.

Pub Date—Feb 84

Note—23p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).

Pub Type—Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Freedom, *Censorship, Constitutional Law, *Court Litigation, Freedom of Speech, Guidelines, Higher Education, *Journalism, School Newspapers, Secondary Education, *Student Publications, *Student Rights, Student School Relationship

Identifiers—*First Amendment
First Amendment court decisions have generally been consistent in affirming the rights of students against administrative censorship. Despite these decisions, a review of scholastic and collegiate journals indicates that the constitutional rights of students and their journalism advisers or instructors are clearly and frequently being violated. Educational officials often mandate that material submitted by students for newspapers or other media for student expression must be subject to prior review. At the heart of the conflict are administration fears that student expression may not reflect positively upon the school and that the school may be held liable in litigation over libel or slander. In spite of several books and reports on the subject, confusion about student press law prevails. Although guidelines such as editorial policy or codes of ethics are not neces-

sarily a safeguard for either students or administrators, the National Council of College Publications Advisers recommends that at least some guidelines be in effect at institutions so that students, faculty, and administrators may have common ground on which to base discussions of freedom of expression and the First Amendment. (Examples of cases involving First Amendment litigation and a quiz on student press rights are included.) (HTH)

ED 243 101

CS 208 186

Kelly, Kathleen

Business Writing and the Humanities: Having It Both Ways.

Pub Date—7 Jul 82

Note—24p.; Paper presented at the Penn State Conference on Rhetoric and Composition (University Park, PA, July 7, 1982).

Pub Type—Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Communication, Decision Making, Higher Education, *Humanities, Humanities Instruction, *Simulation, Student Research, Teaching Methods, *Technical Writing, *Writing Exercises, Writing Instruction

Identifiers—*Research Papers (Students)

A professional writing course can be both technical and humanistic by incorporating into the course a formal report assignment in which students pick a subject in the humanities about which they wish to know more. Once the students decide on topics to research, they develop a scenario in which they define a person or group who needs the information to subject their decision-making processes. After the topic is researched, students are asked to present their findings, conclusions, and recommendations to the fictional client in the form of a formal business report. By being forced to clearly define a rhetorical situation that is task-oriented rather than entirely speculative or theoretical, the students have a much clearer sense of how to select and arrange the information they have gathered. Regardless of how fictional the scenarios might be, they make plausible connections between the world of business and the study of the humanities, thus gaining a better understanding of the relationship between economic decisions and human values. (HOD)

ED 243 102

CS 208 195

Jobe, Ronald A.

Explore the Future: Will Books Have a Place in the Computer Classroom?

Pub Date—84

Note—39p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bibliographies, *Books, *Childrens Literature, Computer Assisted Instruction, *Educational Trends, Elementary Secondary Education, *English Curriculum, *Literature Appreciation, Microcomputers, *Reading Material Selection, Teacher Role

The question of the place of books in a classroom using computers appears to be simple, yet it is one of vital concern to teachers. The availability of programs (few of which focus on literary appreciation), the mesmerizing qualities of the computer, its distortion of time, the increasing power of computers over teacher time, and the computer's role in teaching basic literacy are all factors to consider. But literature in the classroom must survive. It is an essential balance to the influence of the computerization of the curriculum. The survival of literature in the schools requires teachers to become committed readers, to make time for reading in the classroom, and to promote literature throughout the faculty. A review of 146 children's books published in 1983 by American and Canadian publishers indicates that most were for the upper intermediate grades, and most were in the form of fiction, nonfiction, or picture books. Books that will appeal to the buying public include old favorites, traditional folk tales, humor, and those that provide new perspectives and self-discovery. Teachers will have to fight actively for the place of literature in the classroom by selecting only quality books and by making time to read an important issue in the school. (Several recommended children's titles are summarized, and a bibliography is included.) (HTH)

ED 243 103

CS 208 196

Fox, Barry

A Child's Consciousness of His Own Creative Process.

Pub Date—May 81

Note—24p.; In: OASD Selected Writings, Atlantic Institute of Education, p31-52, May 1981.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Language, Children, *Cognitive Processes, Creative Writing, *Creativity, *Imagery, Metacognition, *Poetry, *Writing Processes, *Writing Research, Writing Skills

Identifiers—*Protocol Analysis, *Self Awareness

Tests were given to a nine-year-old boy to establish the constraints operating when he was writing poetry. The tests involved writing close tests on poems by poet Ted Hughes and on a poem the boy had written a year earlier. The boy was also asked to write a poem and then to discuss what he was thinking as he wrote. The following constraints were identified as operating during his poetry writing: (1) the subject must be exciting, (2) words must be more carefully chosen than in prose, (3) some details are inappropriate for poetry, (4) words must be vivid but not too vivid, (5) some syntax is inappropriate for poetry, and (6) the poetic line is significant. The interview showed that when writing, the boy generally had a vivid mental image to which he tried to match appropriate vocabulary. Some words he struggled for, but some metaphors came easily and without self-consciousness. In a few cases he seemed unaware of the startling appropriateness of his imagery. Thus, the boy was aware of the poem as a type of writing with special constraints that encouraged him to express experiences with controlled vividness. He appeared to be very conscious of his overall purpose even though some of his most vivid imagery was presented unselfconsciously. (Author/HTH)

ED 243 104

CS 208 218

Graves, Richard L., Ed.

Rhetoric and Composition: A Sourcebook for Teachers and Writers. Revised Second Edition.

Report No.—ISBN-0-86709-029-4

Pub Date—84

Note—376p.

Available from—Boynnton/Cook Publishers, Inc., 52 Upper Montclair Plaza, P. O. Box 860, Upper Montclair, NJ, 07043 (\$11.50).

Pub Type—Books (010) — Guides - Classroom - Teacher (052) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Creativity, Elementary Secondary Education, Higher Education, Problem Solving, Revision (Written Composition), *Rhetoric, Sentence Combining, Sentence Structure, Student Motivation, *Teaching Methods, Writing (Composition), Writing Evaluation, *Writing Instruction, *Writing Processes, *Writing Research

Identifiers—*Theory Practice Relationship
Intended for teachers at all levels involved in composition instruction, this revised edition reflects the dynamic growth occurring in the discipline of writing, and consolidates advances made in teaching methodology. The 38 articles, written by such researchers and theorists in the field as James Moffett, Maxine Hairston, Janet Emig, Donald Murray, and L. S. Vygotsky, are organized into the following categories: (1) introduction to writing as a worthy and personally satisfying activity as well as an emerging scholarly discipline, (2) motivating student writing, (3) writing at the sentence level, (4) writing at the paragraph level, (5) the pedagogy of composition from classical rhetoric to current practice, and (6) the state of the art of teaching and research in writing. (HTH)

ED 243 105

CS 208 223

Halpern, Jeanne W. Liggett, Sarah

Computers & Composing: How the New Technologies Are Changing Writing. Studies in Writing & Rhetoric Series.

Conference on Coll. Composition and Communication, Urbana, Ill.

Report No.—ISBN-0-8093-1146-1

Pub Date—84

Note—153p.; Foreword by Edward P. J. Corbett. Available from—Southern Illinois University Press, P. O. Box 3697, Carbondale, IL 62901 (\$8.50).

Pub Type—Guides - Non-Classroom (055) — Books (010)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Business Communication, *Change, *Computer Assisted Instruction, Computers, *Curriculum Development, Educational Research, Educational Trends, Education Work Relationship, Elementary Secondary Education, *English Curriculum, Higher Education, Influences, Teaching Methods, Technological Ad-

vancement, Telecommunications, Word Processing, *Writing Instruction, *Writing Processes, Writing Research

Identifiers—Theory Practice Relationship

Intended to (1) acquaint teachers with the potential of computers, (2) show them what changes teachers may have to make in their composing habits, and (3) inform teachers of the changes they may have to make in course syllabi to prepare students for the demands of the electronic world, this book examines the impact of technology on composition instruction. The first chapter discusses the capabilities and rapidly growing use in the business and professional world of such electronic technology as telecommunication systems and audio and electronic mail systems. The second chapter distills information about dictation and word processing systems from an extensive review of research literature and from interviews with computer users and trainers at various business sites across the country. Based on this, the third chapter outlines the curricula required to enable students to be effective composers at the computer. The fourth chapter contains forecasts of the kinds of research still needed for teachers to develop fruitful programs in the computer classroom. Appendixes include materials from the interviews, and information on audio mail systems and dictation processes. (HTH)

ED 243 106 CS 208 225

McLean, James I.

Writing for Learning: Practical Application of Research Findings.

Pub Date—Jan 84

Note—32p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). A previous version of this paper was presented at the National Adult Education Conference (Philadelphia, PA, October 22-25, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides — Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audience Analysis, *Content Area Writing, *Heuristics, *Readability, Revision (Written Composition), *Textbook Preparation, *Writing Evaluation, *Writing for Publication, Writing Improvement, Writing Processes

Identifiers—Invention (Rhetorical), *Theory Practice Relationship

Concerned with improving text readability in the content areas, this report first draws upon Linda Flower's writing steps and strategies in its description of writing as moving from planning to generating ideas in words, designing for a reader, and editing for effectiveness. It also presents nine more precise steps in the writing process along with strategies designed to complete these steps successfully. The steps it lists are (1) exploring the rhetorical problem, (2) making a plan, (3) using creative thinking, (4) organizing ideas, (5) Knowing the reader's needs, (6) creating reader-based prose, (7) reviewing the paper and its purpose, (8) testing and editing the writing, and (9) editing for connections and coherence. To explore factors contributing to text readability, the report then discusses questions from J. W. Irwin's and C. A. Davis's checklist on what can safely be assumed about students' vocabulary skills, prior knowledge, and general experiential background; on the introduction of new concepts and main ideas in texts; and on appropriate levels of sentence complexity. After briefly mentioning both relational mapping—another strategy to improve text comprehensibility—and the influence of student motivation on readability evaluations, the report concludes with a series of diagrams illustrating levels of readability. (MM)

ED 243 107 CS 208 226

Zano, Eric J. Lamp, Joseph

The Attitudes of Advertising Educators Concerning the Philosophies of Legendary Advertising Practitioners (and Their Implications for Advertising Education).

Pub Date—Aug 84

Note—16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising, *College Faculty, Education Work Relationship, Higher Education, *Media Research, Philosophy, *Teacher Attitudes

A study explored the attitudes of professors of advertising to understand the choices available to them and to recognize the effects those choices will have in their writing. Instruction could begin by teaching students sentence sense—that sentence patterns are a series of required slots filled by a variety of forms. Every sentence also has optional slots—places for adverbials and sentence modifiers of various forms. The teacher and students can then examine the way sentence openers change the rhythm; how they slow the reader down or change the reader's expectations; how they work as transition signals. Time should also be spent on coordinate structures and on sentence focus—on how to decide if an idea should be subordinated. Teaching students this conscious understanding, or rhetorical grammar, can be a way of illuminating the choices that language provides. (HOD)

ED 243 108 CS 208 227

Armstrong, Cherry

A Process Perspective on Poetic Discourse.

Pub Date—Mar 84

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports—Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aesthetic Values, *Case Studies, Creative Writing, Poetry, *Poets, *Revision (Written Composition), *Writing Instruction (Individuals), Value Judgment, *Writing Processes, Writing Research

Identifiers—*Audience Awareness

A case study of a novice poet based on six interviews reveals significant differences in the writing processes of beginning and experienced poets. While the novice's unfamiliarity with other poets' work or methods of working and his own practice of writing only when he spontaneously finds himself in a certain mood distinguished him as a beginner, the sharpest contrast between the beginner and more experienced poets appeared in his revising practices. Research indicates that experienced poets are extensive revisers, but this poet generally altered little in his drafts. The private nature of his real audience—himself and an occasional friend—influenced his writing, persuading him that he did not need to revise as much as he would if he had a wider audience. He considered his poem complete when he felt that he had expressed what he wanted. He also insisted, however, that a poem must look and sound like a poem, indicating that he applied an aesthetic sensibility to his work. He seemed to be caught between the goals of expressive and transactional writing and those of poetic discourse, which demand that the poet treat the work as an artifact, as something different from self-expression or interpersonal communication. To develop as poets, beginners must begin to write not simply for themselves, but also for an audience of other poets. (MM)

ED 243 109 CS 208 228

Kohn, Martha

Rhetorical Grammar for Students.

Pub Date—Mar 84

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Guides—Classroom—Teacher (052) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Grammar, Higher Education, Language Usage, *Rhetoric, Sentence Combining, *Sentence Structure, Traditional Grammar, *Writing Improvement, *Writing Instruction, Writing Research, Writing Skills

A conscious understanding of the grammar system can have value for student writers. Unfortunately, the positive value of teaching grammar in an instrumental, or functional, way has been overshadowed by the negative and irrelevant data concerning "formal grammar." However, if teachers were to use "rhetorical grammar" and emphasize the impor-

importance of grammar to rhetoric, they could help students learn to understand the choices available to them and to recognize the effects those choices will have in their writing. Instruction could begin by teaching students sentence sense—that sentence patterns are a series of required slots filled by a variety of forms. Every sentence also has optional slots—places for adverbials and sentence modifiers of various forms. The teacher and students can then examine the way sentence openers change the rhythm; how they slow the reader down or change the reader's expectations; how they work as transition signals. Time should also be spent on coordinate structures and on sentence focus—on how to decide if an idea should be subordinated. Teaching students this conscious understanding, or rhetorical grammar, can be a way of illuminating the choices that language provides. (HOD)

ED 243 110 CS 208 229

Johnson, Roberto M.

Professional Writing for the Liberal Arts Student:

An Untapped Resource.

Pub Date—Apr 84

Note—11p.; Paper presented at the Regional Meeting of the American Business Communication Association (Hammond, LA, April 5-7, 1984).

Pub Type—Reports—Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Communication, Business Correspondence, Course Descriptions, *Education Work Relationship, Higher Education, *Liberal Arts, Majors (Students), *Rhetoric, Teaching Methods, *Technical Writing, Writing Exercises, *Writing Instruction

Identifiers—Discourse Modes

A professional writing course can help liberal arts students draw upon their knowledge of language, psychology, sociology, history, and humanities to develop marketable expertise. A west coast college's advanced writing class links liberal arts education and professional training in composition. Rather than emphasizing form, the course focuses on rhetorical contexts: (1) informing, (2) requesting, (3) evaluating, (4) complaining, (5) recommending, (6) justifying, (7) denying, and (8) tracing progress. Using these contexts, it presents individual cases to students, who then respond appropriately in writing. The situations described in the cases give the students a sense of the audience and the particulars of the message. Most important to this method of teaching professional writing are the rhetorical strategies the students learn and subsequently apply to new contexts. The firm rhetorical base of the professional writing course makes it more than technical writing instruction and therefore an appealing elective for liberal arts students. (A sample case is included.) (HTH)

ED 243 111 CS 208 231

Fearing, Bertie E. Allen, Jo

Teaching Technical Writing in the Secondary

School.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0025

Note—63p.; TRIP: Theory & Research into Practice Series.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 52953, \$4.75 member, \$6.00 non-member).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Education Work Relationship, High Schools, Prewriting, Revision (Written Composition), *Teaching Methods, *Technical Writing, Units of Study, *Writing Exercises, *Writing Instruction, Writing Processes, *Writing Research

Identifiers—Stylistics, *Theory Practice Relationship

Intended to help secondary school composition instructors develop a useful, pragmatic unit on technical writing, this monograph explores the theory, research, and pedagogy of technical writing. The first section discusses the purpose and forms of technical writing, as well as elements of technical style including diction, paragraphing, and emphasis. The second half provides writing exercises emphasizing

the elements of technical style and the prewriting and writing stages. The book concludes with a discussion of revision in technical writing. (HTH)

ED 243 112 CS 208 232

Smith, Michael W.
Reducing Writing Apprehension.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—47p.; TRIP: Theory & Research into Practice Series.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39671, \$4.50 member, \$5.75 non-member).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitude Change, Elementary Secondary Education, Higher Education, Student Attitudes, Student Teacher Relationship, *Teacher Role, Teaching Methods, *Writing Apprehension, *Writing Evaluation, *Writing Instruction, Writing Research

Identifiers—*Theory Practice Relationship
Useful for writing teachers at all levels, this monograph explores the nature of writing apprehension and presents nonthreatening teaching and evaluation methods. The first section of the booklet examines theory and research on writing anxiety and its effects, along with some teaching behaviors likely to aggravate the problem. The second section reviews teaching approaches for reducing anxiety, explaining how to introduce the writing process and discussing model lessons. In considering evaluation procedures, this section suggests a strategy for helping students understand evaluation criteria, offers advice on grouping students for peer criticism, and describes effective grading practices. (HTH)

ED 243 113 CS 208 233
Benesch, Sarah

Improving Peer Response: Collaboration between Teachers and Students.
Pub Date—Mar 84

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Reports—Descriptive (141)—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Skills, Cooperation, *Discussion (Teaching Technique), *Feedback, Group Discussion, Higher Education, Interpersonal Communication, *Modeling (Psychology), *Peer Evaluation, *Reader Response, Teacher Role, Writing Evaluation, *Writing Instruction

Identifiers—*Monitoring, Writing Workshops
As an alternative to using written guidelines to direct peer feedback on student writing, teachers can allow students to use their own language and conversational habits in peer group conversations and then monitor peer feedback while modeling the type that is most conducive to true exchange. To create a collaboratively run writing workshop, teachers must first determine where students are in writing, in responding to writing, and in collaborating and then decide on the learning goals for the semester. Teachers can model effective feedback both in their written comments on student papers and by responding to student feedback to their own writing. They can monitor peer feedback by taping and transcribing selected discussions. With these transcripts, teachers can determine if, in their own language, students are raising important issues in the writing process. Instructors can also use the transcripts in class discussions to help students see how susceptible their language is to different interpretations and to help them move toward a more complete response to the writing they read.(MM)

ED 243 114 CS 208 234
Bloom, Lynn Z.

Diving into the Mainstream: Configurations of Advanced Composition.
Pub Date—Mar 84

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition

and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advanced Courses, *Content Area Writing, Higher Education, *Writing (Composition), Writing for Publication, Writing Instruction

Identifiers—*Advanced Composition, Freshman Composition
Examination of the different types of courses and course materials can help identify the parameters and configurations of advanced composition. While usually referring to nonfiction writing, courses labeled "advanced composition" range from expository and narrative nonfiction through fiction and poetry. They also include legal and business writing. Other courses differ from freshman composition in terms of intensity and writing style. Writing across the curriculum programs refine freshman composition with specific applications in advanced courses in the humanities or the social or physical sciences, often team taught or graded by specialists in both composition and the subject area. In terms of skill level, most advanced composition courses expect the students to do a great deal of writing and to become active, engaged critics of their own writing. Texts and syllabi seem to indicate an implicit consensus among teachers on these points in an otherwise broadly defined and diverse discipline. (HTH)

ED 243 115 CS 208 235
Stevenson, Dwight W.

Evaluating Technical Communication Faculty: Some Empirically-Based Criteria and Guidelines, Draft.
Pub Date—Mar 84

Note—22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.
Descriptors—Educational Research, *Evaluation Criteria, *Faculty Evaluation, *Faculty Promotion, Faculty Workload, Higher Education, Occupational Surveys, Professional Associations, *Professional Development, Program Development, *Teacher Effectiveness, Teacher Promotion, *Tenure, Writing for Publication

Identifiers—*Technical Communication
As technical communication is a young academic discipline, evaluating technical communication faculty for promotion, tenure, and merit purposes requires special awareness and care. To determine reasonable expectations of faculty achievement, a study documented the range, types, and frequency of activities of 12 professors and 12 associate professors identified as leaders in technical communication. Among other findings, the study showed that these professors taught a large number of undergraduate service offerings, produced many articles and textbooks but very few scholarly books, and performed a large number of service activities, including committee work for colleges and professional organizations and consulting for publishing houses. Administrators and faculty interested in developing evaluation guidelines should consider John A. Centra's book, "Determining Faculty Effectiveness." Evaluation of technical communication faculty should be based on the same criteria used to evaluate faculty in other fields: the quality, quantity, and kind of work they do in teaching, research, and service activities. Suggestions for effective evaluations include supplementing student evaluation of teaching with peer evaluations, using outside reviewers to evaluate the quality of faculty members' research, and considering a wide variety of faculty service accomplishments, such as serving on doctoral and master's committees and doing consulting and editorial work. (MM)

ED 243 116 CS 208 236
Rosenbaum, Nina Joy

Problems with Current Research in Writing Using the Microcomputer.
Pub Date—Feb 84

Note—19p.; Paper presented at the Spring Conference of the Delaware Valley Writing Council and Villanova University's English Department (Villanova, PA, February 25, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advanced Courses, *Content Area Writing, Higher Education, *Writing (Composition), Writing for Publication, Writing Instruction

Identifiers—*Advanced Composition, Freshman Composition
Examination of the different types of courses and course materials can help identify the parameters and configurations of advanced composition. While usually referring to nonfiction writing, courses labeled "advanced composition" range from expository and narrative nonfiction through fiction and poetry. They also include legal and business writing. Other courses differ from freshman composition in terms of intensity and writing style. Writing across the curriculum programs refine freshman composition with specific applications in advanced courses in the humanities or the social or physical sciences, often team taught or graded by specialists in both composition and the subject area. In terms of skill level, most advanced composition courses expect the students to do a great deal of writing and to become active, engaged critics of their own writing. Texts and syllabi seem to indicate an implicit consensus among teachers on these points in an otherwise broadly defined and diverse discipline. (HTH)

ED 243 117 CS 208 237
Vanden Bergh, Bruce G. And Others

Sound Advice on Brand Names.
Pub Date—Aug 84

Note—25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advertising, *Consonants, Consumer Education, Higher Education, *Media Research, Memory, *Recall (Psychology), *Word Recognition

Identifiers—Brand Names, *Plosives (Phonology)
A study was conducted to determine if brand names that begin with consonants called "plosives" (B, C, D, G, K, P, and T) are more readily recalled and recognized than names that begin with other consonants or vowels. Additionally, the study investigated the relationship between name length and memorability, ability to associate names with other things, and ability to recall and recognize names. Subjects were 324 advertising students who completed a three-section questionnaire. The first section required the subjects to think about each of 25 test words, some beginning with plosives and all of varying lengths. Respondents listed as many words or phrases as possible that they associated with the test words during the time allotted. After watching a video tape intended to distract them from the tests, subjects were asked to list as many of the test words as they could remember for the second section of the test. Finally, subjects were given a roster of 50 words from which they were to check those that had appeared on the first part of the test. The results indicated that more respondents recalled and recognized words beginning with plosives than those beginning with other sounds. Recall was significantly greater for one syllable words than for two and three syllable words. Recognition scores were significantly higher for one syllable words than for three syllable words, but not for the two syllable words. (HTH)

ED 243 118 CS 208 239
Staples, Katherine

Money, Status and Composition: Assumptions Underlying the Crisis of Part-Time Instruction.
Pub Date—Mar 84

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, Educational Trends, Higher Education, Nontenured Faculty, *Part

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Software, Higher Education, *Microcomputers, *Remedial Instruction, Research Needs, *Revision (Written Composition), Secondary Education, Slow Learners, *Word Processing, *Writing Difficulties, *Writing Improvement, Writing Instruction

Limited ability students, reluctant to revise and edit written compositions, frequently produce final drafts that are below the minimum standards set by high school English departments. The use of the microcomputer and word processing may provide a means by which students can revise and improve their finished products. Programs are continuously being developed to add to the traditional word processing format in an attempt to help writers improve the readability of their texts. Additional benefits to using the computer include (1) multiple copies of a draft can easily be printed for use in peer editing groups, (2) final drafts can be displayed without the stigma of poor handwriting, (3) the absence of handwriting encourages large revisions, and (4) revisions can be more easily done in stages, leaving writers free to concentrate on different aspects of revising at different times. Although a number of arguments can be made against computer usage with reluctant writers, the fact remains that teachers in remedial writing courses have been unable to help their students through the use of traditional textbooks. Perhaps through the study of the effects of computers and text writers, the revising strategies of reluctant writers can be improved, even though the level of revision may only include mechanical skills, lexical and structural aspects of a text. (HOD)

ED 243 117 CS 208 237
Vanden Bergh, Bruce G. And Others

Sound Advice on Brand Names.
Pub Date—Aug 84

Note—25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advertising, *Consonants, Consumer Education, Higher Education, *Media Research, Memory, *Recall (Psychology), *Word Recognition

Identifiers—Brand Names, *Plosives (Phonology)
A study was conducted to determine if brand names that begin with consonants called "plosives" (B, C, D, G, K, P, and T) are more readily recalled and recognized than names that begin with other consonants or vowels. Additionally, the study investigated the relationship between name length and memorability, ability to associate names with other things, and ability to recall and recognize names. Subjects were 324 advertising students who completed a three-section questionnaire. The first section required the subjects to think about each of 25 test words, some beginning with plosives and all of varying lengths. Respondents listed as many words or phrases as possible that they associated with the test words during the time allotted. After watching a video tape intended to distract them from the tests, subjects were asked to list as many of the test words as they could remember for the second section of the test. Finally, subjects were given a roster of 50 words from which they were to check those that had appeared on the first part of the test. The results indicated that more respondents recalled and recognized words beginning with plosives than those beginning with other sounds. Recall was significantly greater for one syllable words than for two and three syllable words. Recognition scores were significantly higher for one syllable words than for three syllable words, but not for the two syllable words. (HTH)

ED 243 118 CS 208 239
Staples, Katherine

Money, Status and Composition: Assumptions Underlying the Crisis of Part-Time Instruction.
Pub Date—Mar 84

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, Educational Trends, Higher Education, Nontenured Faculty, *Part

Time Faculty, Professional Recognition, Standards, *Teaching Conditions, *Two Year Colleges, *Writing Instruction

Part-time instructors make up an increasingly large percentage of college faculty. In English departments, part-time instructors take on the least prestigious and most demanding work—the teaching of writing—for low wages and without job security or professional recognition. This unfair treatment stems from the belief that the study and teaching of literature rather than writing and rhetoric are the business of English departments. The study and teaching of writing are considered too functional and unscholarly to deserve departmental recognition. As a result, part-time writing teachers are punished because they teach composition and because, given the time-consuming nature of writing instruction, they find it difficult to publish. This self-perpetuating segregation makes the academic tenure system appear more exploitative of labor and indifferent to talent than are businesses. Although two-year colleges employ the largest number of part-time teachers, these institutions may eventually give quality part-time writing instruction the recognition it deserves, since two-year colleges offer more courses in writing than in literature, reward excellence in teaching rather than in scholarship, and are most responsive to changing educational demands. (Author/HTH)

ED 243 119 CS 208 240

Roundy, Nancy

Revision Pedagogy in Technical Writing.

Pub Date—7 Mar 84

Note—13p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cohesion (Written Composition), Evaluation Methods, Higher Education, Peer Evaluation, *Revision (Written Composition), Student Teacher Relationship, Teaching Methods, *Technical Writing, *Writing Instruction, Writing Processes, Writing Research
Identifiers—Stylistics, Voice (Rhetoric)

Many writing process researchers have shown that students make only minor mechanical changes instead of revising their documents significantly. Effective revision pedagogy must address this problem by encouraging revision of content, arrangement, and style, and by directing student attention to all levels of the document, from the overall essay down to individual words. Applying five revision principles to the macro- and micro-levels of documents can provide a pedagogical program for teaching revision in technical writing: (1) amount and kind of detail, (2) appropriate emphasis, (3) logical progression, (4) stylistic appropriateness, and (5) mechanical accuracy. Since only the last of these is concerned with minor editorial changes, introducing students to these principles leads them to see revision as a more complex task. Techniques to help students practice these five principles and develop effective revision procedures include revision checklists, revision sessions on drafts-in-progress, and peer review. (A sample revision checklist is included.) (HTH)

ED 243 120 CS 208 241

Meyers, G. Douglas

Freedom through Language: Applications of the Ideas of Carl Rogers to the Teaching of Composition.

Pub Date—Mar 84

Note—14p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Elementary Secondary Education, Higher Education, *Influences, *Psychology, Self Actualization, Student Attitudes, Student Teacher Relationship, *Teacher Attitudes, *Teacher Role, Teaching Methods, *Writing Instruction
Identifiers—*Rogers (Carl)

Composition teachers can learn much from the tradition of psychologist and researcher Carl R. Rogers. Placing the direction of the therapeutic process in the hands of the client, Rogers's work focuses on "potentiality," the idea that humans are primed

with a potential for self-realization and are endowed with an actualizing tendency to grow and create. Rogers argues that in any interpersonal relationship, individuals have within themselves the capacity to understand and to reorganize, and it is up to a facilitator to create a climate distinguished by acceptance, understanding, and empathy. In adopting these Rogerian ideas, writing teachers must strive to help students develop initiative and responsibility for their own writing and to have them emerge from the classroom with increasing autonomy and distinctness. Writing teachers must both believe that students are fundamentally capable of managing their own lives as writers and help each individual in the class to clarify his or her own purposes. As resource persons, teachers need to introduce students to the possibilities available to them as writers: heuristic strategies, methods of revising, stylistic options, and suggestive models. They can replace the lecture method with workshop methods. Their written comments on student papers should reflect an attitude of acceptance and interpretation rather than one of judgment. Above all, pedagogy incorporating Rogerian principles aims to help people become more autonomous, more spontaneous, and more confident users of language. (HTH)

ED 243 121 CS 208 243

Southard, Sherry

Humanistic Research Projects: The Basis for a Technical Report.

Pub Date—23 Mar 84

Note—10p; Paper presented at the Annual Meeting of the Midwest Section of the American Society for Engineering Education (Wichita, KS, March 23, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Engineering, Higher Education, *Humanistic Education, *Interdisciplinary Approach, Literature Appreciation, Poetry, *Scientific Methodology, *Student Research, *Technical Writing, Vocabulary, Writing Exercises, *Writing Instruction
Identifiers—*Research Papers (Students), Whitman (Walt)

Engineering students can use a humanistic research project on the poetry of Walt Whitman as the basis for a technical report. Students must first become familiar with the scientific method so that they will have a general procedure for gathering and analyzing data for the project. To use the scientific method, students isolate the problem, observe evidence in order to form a hypothesis, devise an experiment or project that will allow them to collect objective data, and formulate a theory to account for the data gathered. After students understand how to use the scientific method, they must learn the general format for scientific or technical reports. In the Whitman project, students tabulate and analyze data on the vocabulary he uses in "Leaves of Grass," and then write a short technical report that presents the results of their analysis. The project demonstrates the possibility of meaningful interaction between the sciences and humanities. (Additional assignments and exercises are included throughout the text.) (MM)

ED 243 122 CS 208 245

Collins, Jeffrey L.

Establishing Peer Evaluation of Writing: Students Need an Informed Teacher Model.

Pub Date—[83]

Note—11p.

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conferences, Elementary Education, Feedback, *Peer Evaluation, Peer Teaching, Reader Response, *Student Reaction, Student Teacher Relationship, Teacher Response, *Teacher Role, *Writing Evaluation, Writing Improvement, *Writing Instruction

Peer evaluation of writing, or conferencing, is a helping process in which the teacher or other students receive and respond to the writer's work. It promotes the writer's sense of ownership of the work and thus helps develop writing skills. A writing program that includes peer evaluation, then, is one that provides a setting in which the young writer can flourish. The key to the success of conferencing lies in the teacher's initial modelling of the process. This modelling requires great commitment to, and understanding of, the principles upon which

conferencing and the entire writing program are based. The conferencing method is best implemented when the teacher or peers show respect for the writer's process and product. Conferencing helps develop the skills for receiving the author's work and reflecting on it so the writer can profit by the use of a sounding board—a real, responding audience. Furthermore, it encourages peers to respond as true readers would, thus helping them develop a sense of which parts to assist the writer in improving at the time. This process allows the writer to develop a communication sense in an accepting atmosphere. Therein lies the beauty of the conferencing method. Children learn to write by writing and by adjusting their perceptions of their writing with the aid of audience response. (HOD)

ED 243 123 CS 208 249

Kazemek, Francis E.

Writing in the Adult Literacy Program: A Theoretical Base.

Pub Date—[83]

Note—16p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Literacy, Adults, Audience Analysis, *Cognitive Processes, *Educational Theories, Learning Strategies, *Learning Theories, Teaching Methods, *Writing Instruction, *Writing Processes

Identifiers—*Audience Awareness, *Reader Text Relationship

Using James Britton's model of discourse as a touchstone, this paper develops a theoretical base for writing instruction in adult literacy programs. The paper explores writing from an interactionist perspective that views writing as a complex recursive process in which the writer builds meaning with a text according to the purposes for writing, the intended audience, the mode in which writing is done, and the context in which the writing is done. The paper argues that writing is both a personal and a social process that requires engagement between writer and audience—either other people or the writer's "generalized other." In addition, it argues that writing is a process by which writers not only communicate with others, but also learn and create. After exploring writing from this perspective, the paper discusses the immediate implications of such a view for adult literacy instruction, looking specifically at the relationship between writing and adult literacy as a developmental process. (FL)

ED 243 124 CS 208 250

Faas, Larry A.

Journal Article Publication Rates.

Pub Date—84

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Editing, Education, Professional Development, Psychology, Publications, *Scholarly Journals, *Technical Writing, *Writing for Publication, *Writing Research

Identifiers—*Editorial Policy

A study compared the publication rates of solicited and unsolicited articles in refereed and non-refereed journals. Editors from 98 psychology and education journals supplied information regarding the number of solicited and unsolicited articles they received each year, length of time between acceptance and publication, and designation of the journal as refereed or nonrefereed. Unsolicited articles made up 96.5% of the 31,077 articles received for possible publication in 1978. The remaining 3.5% were written by invitation from the journal's staff members or officers of their sponsoring organizations. Twenty percent of the articles received were accepted for publication. Of the articles that were published, 82.5% were unsolicited. Acceptance rates for unsolicited articles ranged from .2% to nearly 100%. The average time between acceptance and publication was six months. Eighty-three percent of the editors reported that their journals were refereed, while the remaining editors reported that the review of unsolicited articles was handled by their staff. The findings suggest that authors should examine the editorial practices of a journal before submitting. The chance that an article will be published approaches 100% if it is written by invitation, while the chance drops to 17% when the article is unsolicited. Large numbers of rejections were assured as one-third of the articles were submitted to only six journals. However, 25% of the journals accepted over 50% of the articles they received, indicating

that there is clearly an opportunity to publish carefully placed articles. (HTH)

ED 243 125 CS 208 251

Moran, Michael G.

Lockean Epistemology and the Freshman Research Paper.

Pub Date—Mar 84

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, Epistemology, *Evaluation Criteria, *Evaluative Thinking, Higher Education, *Research Methodology, Student Research, *Teaching Methods, *Writing Instruction, Writing Skills

Identifiers—*Locke (John), *Research Papers (Students)

Probabilistic reasoning as developed by John Locke can provide the English teacher with a useful system for teaching the research paper since it consists of four major strategies for probing a subject: (1) the use of maxims or principles, (2) the framing of hypotheses, (3) the use of analogy, and (4) the reliance on authority. However, it is the fourth method that provides the underpinning of the freshman research paper. Because of the untrustworthiness of second-hand evidence, Locke outlined six specific criteria for weighing testimonies. Consideration of these criteria may promote the skepticism that student researchers almost entirely lack. The first criterion is the number of witnesses that report on a given incident, while the second is the integrity of the witnesses. The third criterion is the author's design, intention, and purpose or goal in writing the piece and presenting the evidence, and the fourth is the circumstances that gave rise to the discourse. The evaluation of these criteria requires the students to examine the historical and political contexts of the source to determine what motivated the author to produce the piece of writing. The fifth criterion requires students to examine the internal consistency of the document. Finally, the sixth criterion examines the contrary testimonies on the subject. By using these criteria, students can learn to analyze and evaluate sources rather than use them as support in the simple sense of the term. (HOD)

ED 243 126 CS 208 252

Ruehr, Ruthann

Some Characteristics and Writing Problems of Technically Oriented Students.

Pub Date—Mar 84

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Personality Traits, *Reading Difficulties, Student Attitudes, Student Behavior, *Student Characteristics, Teaching Methods, *Technical Writing, *Writing Difficulties, *Writing Instruction, Writing Skills

Identifiers—Michigan Technological University

An understanding of the writing problems and personalities of some of the technically oriented students at Michigan Technological University may help others who teach similar students. Although their scores on aptitude tests are high, these students have had very little experience in writing. In addition, the majority of the students have had very little experience or interest in reading. Many have read only required school texts, popular magazines, newspaper features, or comic books. Therefore, when they are asked to read the relatively sophisticated literature selections used to stimulate writing in freshman composition classes, they are often unable to understand or interpret the material. Many of the students also tend to be naive and unsophisticated, rigid and literal in their thinking, or uncommunicative and inarticulate. Politically conservative, they seldom question the status quo and are accepting of the conventional wisdom and established authority. Students also misinterpret the meanings of words because they have never seen them in written form. Another problem is their literal interpretation of assignments. In spite of these problems, however, the students are also logical, hardworking, conscientious, and eager to succeed,

and, therefore, receptive to instruction. (HOD)

ED 243 127 CS 208 253

Worley, Lloyd

Using Word Processing in Composition Classes.

Pub Date—Mar 84

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Courseware, *Educational Innovation, Higher Education, Microcomputers, Prewriting, Revision (Written Composition), Teacher Effectiveness, *Word Processing, *Writing Instruction, Writing Processes

An introduction to using word processing in writing instruction, this report first describes the basic terms and tools used in word processing and then lists the four characteristics of a good word processing program. They are the options to: (1) edit and insert; (2) cut and paste; (3) find and correct; and (4) store and save documents of between 10 and 20 pages quickly and accurately, with a minimum of user error. It then briefly reviews the advantages and drawbacks of several popular word processing programs and computer books, and suggests what skills teachers will need to help students master word processing. The report outlines what the use of word processing will mean for students, such as learning to write in the computer room, and examines how word processing will affect the three essential components of writing—prewriting, writing, and revision. (MM)

ED 243 128 CS 208 256

Hendrl, Carl G.

Hierarchies of Audiences and Texts.

Pub Date—Mar 84

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, Behavior Patterns, *Business Communication, Engineers, Interviews, *Language Styles, Scientific Attitudes, *Sociolinguistics, *Technical Writing, *Writing Difficulties, *Writing Research, Writing Skills

Identifiers—Audience Awareness, Discourse Modes

Interviews with executives, managers, and entry-level engineers and analysts in 15 large corporations from both technical and nontechnical fields yielded sociolinguistic information about some of the writing problems young professionals have. The first of the problems is the familiar case in which the writer uses overly elaborate syntax and inappropriately specialized or inflated diction. Another problem is the writer's inability to determine the appropriate level of detail and specificity for a document. In a number of cases the writers provide too many or overly esoteric details. Another corporate writing concern is producing the right kind of discourse structure for certain writing tasks. Specifically, in texts where writers should be making conclusions and recommendations, they characteristically use narrative rather than analytic structures. To an extent, the choice of text structure is a matter of training, but it is also a phatic act, which seeks to establish membership in a privileged group. This suggests that the writing problem depends on the personality of the writer as it is shaped by his or her community, in this case the scientific community. (HOD)

ED 243 129 CS 208 257

Aschauer, Mary Ann White, Fred D.

Towards a Marriage of Two Minds: The Word Processor and Natural Habits of Thought in the "Discovery" Stage of Composing.

Pub Date—Feb 84

Note—18p.; Paper presented at the Spring Conference of the Delaware Valley Writing Council and Villanova University's English Department (Villanova, PA, February 25, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cerebral Dominance, Cognitive Development, *Cognitive Processes, *Computer As-

sisted Instruction, *Computer Software, Epistemology, *Word Processing, Writing Improvement, *Writing Instruction, *Writing Processes

Word processing programs offer five capabilities that can help students over the physical and psychological constraints associated with writing. First, producing text on a word processor is more tentative and more noncommittal than producing text on paper. This reassures the writer that it is all right to experiment with words. Second, the blinking cursor on the screen gently coaxes the writer to keep going. Third, text can be produced easily and rapidly. Fourth, retrospective structuring is facilitated because the text is easier to read; and fifth, the "windowing" on some programs helps narrow the gap between brainstorming and the finished product. As a result, students can begin to develop more quickly such cognitive skills as inquiring, analyzing, and arranging, which are necessary for successful writing. Furnished with the knowledge that the composing process is complex, recursive, and holistic, one can hypothesize that the intuitive process of the brain's right hemisphere may contribute to both the productivity and the creativity of this recursiveness. Therefore, any heuristic program that is developed or used in the writing classroom must not simply ask students to outline or to list, for that would counteract the recursiveness of the writing process and make the intuitive power of the brain's right hemisphere even less available to student writers. (HOD)

ED 243 130 CS 208 259

Edwards, Bruce L., Jr.

Deconstructing Composition Textbooks.

Pub Date—Mar 84

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Higher Education, *Rhetoric, *Student Teacher Relationship, *Teacher Role, Textbook Content, *Textbooks, *Writing Instruction, *Writing Processes

All textbooks, regardless of their orientation or vocabulary, are equally unhelpful in the processes of teaching and learning writing. For the most part the textbooks seem to blend two sets of functions within the discipline of rhetoric as it is manifested in writing pedagogy. Whether it goes by the label "current-traditional" or "process-oriented," a pedagogy that confuses the taxonomic/managerial functions of rhetoric with its heuristic/epistemic functions will always focus on the analytical to the neglect of the synthetic, the product over the process. Assignments and standards should, therefore, grow out of the experiences of having-written and having-to-write, and not be appropriated as a set of abstractions found in textbooks. In addition, the classrooms should become workshops wherein apprentice writers and experienced instructors share the experience of writing, not the ordeal of reading about it and analyzing the finished products of others. Textbooks must not be replaced, but dislodged, not improved, but abandoned. No textbook should take the place of the teacher—a live and willing alchemist willing to bestow his or her own magic upon the apprentice writers. (HOD)

ED 243 131 CS 208 260

Froese, Victor

A Comparison of First-Grader's Ability in Three Modes of Expression: Dictation, Independent Writing, and Story Retelling.

Pub Date—30 Nov 83

Note—15p.; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983). This research was partially funded by the University of Manitoba Research Board.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, Child Language, *Dictation, Discourse Analysis, Grade 1, Language Acquisition, *Language Skills, *Listening Comprehension, Primary Education, Sentence Structure, Speech Communication, *Story Telling, Writing (Composition), *Writing Readiness, Writing Research, *Writing Skills

Identifiers—*Syntactic Complexity

A study examined the transition from dependent writing (dictation) to independent writing for 40

first grade students. Specifically, the study investigated (1) how, in terms of common quantitative language units (mean words per t-unit, mean number of dependent clauses, words per maze, mean number of dependent clauses per t-unit, and length in words), the modes of dictation, independent writing, and retelling compare; and (2) how the aural comprehension elements (knowledge of character, events, and plot) in students' retelling transcripts may be described and compared both with each other and with the t-unit analysis. After the data were collected and the oral retellings transcribed, the dictations were analyzed for t-units, dependent clauses, mazes, and number of words. The retellings were assessed using the Reading Miscue Inventory Retelling Guide to indicate how well the student retold character, event, and plot information. Findings revealed little difference among the three modes of expression. The only differences observed were that retelling produced more mazes and that fewer words were produced in independent writing than in retelling or dictation. Dependent clauses were used very infrequently, with the fewest number used in independent writing and the most in oral retelling. The data on aural comprehension revealed that the retelling of events was the single best predictor of composition quality. (HOD)

ED 243 132 CS 208 261

Clark, Christopher M. Florio-Ruane, Susan
The Written Literacy Forum: Combining Research and Practice. Research Series No. 138.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—400-81-0014

Note—33p.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$3.00).

Pub Type—Collected Works - Proceedings (021) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Classroom Environment, Classroom Research, Cooperation, Higher Education, *Inservice Teacher Education, Literacy, Models, *Research Utilization, Secondary Education, Student Needs, Teacher Attitudes, Teacher Effectiveness, *Teacher Role, Writing (Composition), Writing Improvement, *Writing Instruction, Writing Processes, *Writing Research

Identifiers—*Theory Practice Relationship

Composed of teachers, researchers, and teacher educators, the Written Literacy Forum suggests a model for bringing research and practice together. During its first two years of operation, the forum (1) investigated the means of rendering research findings in a form meaningful to practitioners; (2) created three formats for sharing research findings—simulation games for graduate student-researchers, the small roundtable format for inservice meetings between practitioners and researchers, and group analysis of case studies; (3) noted that while teachers and preservice teachers sought the opinions of teacher members of the forum during inservice meetings, administrators and curriculum specialists tended to seek information from forum researchers; and (4) found from classroom observations that effective teachers alternate their attention and energies among three levels of sociocognitive environments for writing in the high school: the general social system of the classroom, the curriculum, and the needs of individual students. (Samples of teacher-made materials used during inservice activities are appended.) (MM)

ED 243 133 CS 208 262

Perrin, Robert
Preparing Professional Teacher-Writers.

Pub Date—Apr 84

Note—11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984).

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, *English Teacher Education, Expository Writing, Higher Education, Preservice Teacher Education, *Professional Development, *Public School Teachers, *Schol-

arly Journals, *Writing for Publication, *Writing Instruction

An advanced writing class for English majors and minors in the teaching curriculum is designed to help encourage professional writing from public school teachers. The course involves extensive reading of professional journals, discussion of journals, and several writing assignments. Panel discussions on journals promote familiarity with differences in journal content and editorial policies and show students that classroom teachers, as well as well-known writers, can contribute articles. Writing assignments include a comment on an article, a short essay chosen from past topics in "English Journal," a book review, and a review of a journal. The final project, an essay written in response to a specific call for manuscripts, involves students in a writing project of their choice for a journal of their choice. (MM)

ED 243 134 CS 208 265

Reagan, Sally Barr

The Effect of Combined Reading-Writing Instruction on the Composing Processes of Basic Writers: A Descriptive Study.

Pub Date—Mar 84

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Freshmen, Higher Education, Influences, *Integrated Activities, Low Achievement, Reading Achievement, Reading Comprehension, *Reading Instruction, Self Concept, *Student Attitudes, Team Teaching, *Writing Improvement, *Writing Instruction, *Writing Processes, Writing Research

Identifiers—*Reading Writing Relationship

A study of students in a linked reading/writing course team-taught by a reading instructor and a writing instructor was conducted to describe the effects of reading instruction upon the composing processes of freshman basic writers. Data were collected from direct observation, interviews, writing samples, and audio- and video-tapes of composing. Data were analyzed for the entire class, for an intermediate group of low, medium, and high ability students, and for two students as case studies. The findings indicated that as a result of one semester of combined reading/writing instruction, (1) students' reading scores improved slightly but not significantly, (2) subjects' writing proficiency improved significantly, and (3) students improved their composing process, their conception of the composing process, and their perceptions of themselves as writers. However, the study also demonstrated that instruction alone is not sufficient to effect change. Numerous other factors, such as course content and structure, motivation, attitude toward oneself and toward literacy, family and educational background and the instructor's role and attitude toward the students and the subject, are also highly influential. (HTH)

ED 243 135 CS 208 266

Reid, Leonard N. Salmon, Charles T.

Agency Researchers' Perception of the Users and Uses of Copy Research.

Pub Date—Aug 84

Note—13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising, Creative Expression, Mass Media Effects, *Media Research, Use Studies

Identifiers—*Advertising Copywriting

A survey of 30 advertising agency researchers sought to determine (1) whether there are differences between agency researchers' perception of who benefits most from copy research and who should benefit most, and (2) whether there are differences between their perception of how copy research is used and how it should be used. Consistent with earlier studies, the results of the survey indicated that advertising creators still benefit the least from copy research when in fact they should benefit the most. Subjects also indicated that copy research is still used too frequently as a "go/no go" report

card for determining whether to run a particular advertisement, when it should be used to provide creative guidance for advertising copy developers. (Tables of data are appended.) (HTH)

ED 243 136 CS 208 267

Pavlik, John V. Salvucci, Linda M.

Generics versus National Brands: An Examination of Frequency of Purchase and Consumer Perceptions.

Pub Date—Aug 84

Note—25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advertising, Attitudes, Comparative Analysis, *Consumer Economics, *Media Research, *Public Opinion, *Purchasing Identifiers—*Brand Name Products, *Generic Products

A study explored the differences in consumer perceptions of product attributes for national brand and generic grocery products as they related to the frequency of generic purchases. It was hypothesized that consumers perceive national brands more favorably than they do generics, but that the more frequently they purchase generics, the more favorable their perceptions of generics become. Data were collected from a telephone survey of 205 households in an eastern United States community. Items used to measure consumer perceptions were based on a 10-point rating scale, and included attributes such as label information, taste, nutritional value, and variety of choice. The results indicated that generics were equally popular among most demographic groups with regard to perceptions or purchase frequency and that generics were rated less favorably than national brands in all attributes except price. Almost half the respondents purchased generics occasionally, with the remainder evenly split between those who never purchase generics and those who buy them regularly. Findings also showed that the more frequently consumers purchased generics, the more favorably they perceived both the price, taste, and other attributes of generics and the overall quality of generics relative to national brands. The results suggested that price is not the only attribute consumers consider when evaluating generic products. (HTH)

ED 243 137 CS 208 268

Pavlik, John V. Gerhart, Annette M.

Examining the Validity of Audience Accumulation Measures: A Comparison of MRI and SMRB.

Pub Date—Aug 84

Note—18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Analysis, Comparative Analysis, Evaluation Methods, *Media Research, *Periodicals, *Reading Habits, Reading Interests, *Reading Material Selection, Recreational Reading, *Research Methodology, Research Reports Identifiers—Circulation (Publications), Mediarmark Research Inc., *Media Use, *Readership Analysis, Simmons Market Research Bureau

Concerned with the validity of the audience data reported by two major syndicated magazine readership services—Mediarmark Research Inc. (MRI) and Simmons Market Research Bureau (SMRB)—a study examined the differences in MRI and SMRB calculations of reader turnover rates, which form the basis for estimating audience accumulation. Results indicated that the MRI recent reading method of determining audience accumulation tended to produce significantly lower turnover levels than the SMRB two-interview method, but that the differences were contingent on circulation size. MRI turnover levels, for example, were no different than those provided by SMRB for publications with circulations under 500,000. The reason for this finding may have been based on complex interactions of the proportion of in-home to out-of-home readers, the circulation size, and the frequency of reading measure. Since SMRB and MRI defined readership differently, the findings did not indicate which method of determining audience accumulation was most effective. (MM)

ED 243 138 CS 208 269

Banks, Mark. Gagnard, Alice

A Comparison of Media Use and Attitudes in Two Suburban Cable Areas of a Large Metropolitan Market.

Pub Date—Aug 84

Note—30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitudes, *Cable Television, Comparative Analysis, Consumer Economics, *Demography, *Predictive Validity, Predictor Variables, Social Values, *Television Research, *Television Viewing

Identifiers—Media Use

To determine if variables predicting cable subscription differed in markets of different demographic makeup, a survey was administered to 596 adults in two suburban areas served by the same cable company. Analysis of data on audience demographics, media use, knowledge of and attitudes toward television and cable television, channel popularity, and audience social values indicated that conventional demographic variables such as family income or size were fairly reliable indicators but poor predictors of cable subscription. Results also showed that nonsubscribers had a more positive attitude toward television in general than cable subscribers. The findings suggested that variables not addressed in the study, such as the attractiveness of the cable service itself, might prove to be better predictors of cable subscription. (Numerous tables presenting survey findings are included in the text.) (MM)

ED 243 139 CS 208 270

Jensen, Julie M., Ed.

Composing and Comprehending.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-8141-0802-4

Pub Date—84

Contract—400-83-0025

Note—201p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 08024, \$10.00 member, \$13.00 non-member).

Pub Type—Books (010)—Journal Articles (080)—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Cognitive Processes, Developmental Stages, Educational Theories, Elementary Education, Integrated Activities, Language Acquisition, *Language Processing, Models, Reading Aloud to Others, Reading Comprehension, Reading Instruction, *Reading Processes, *Reading Research, Research Methodology, Schemata (Cognition), Socioeconomic Influences, Teaching Methods, *Writing Instruction, *Writing Processes, *Writing Research

Identifiers—Audience Awareness, Author Reader Relationship, *Reading Writing Relationship

Intended for elementary school teachers of reading and composition, this book assembles several articles on the reading/writing relationship that have appeared in 1982 and 1983 issues of the journal "Language Arts." The three sections of the book define the relationship between composing and comprehending, explore relevant research, and discuss the implications of this relationship to the learning and teaching processes. The 19 articles discuss (1) research on reading/writing relationships; (2) composing and comprehending as two sides of the same basic process; (3) a composing model of reading; (4) reading like a writer; (5) reading and writing as meditation; (6) children reading their own stories aloud in the classroom; (7) writing and the teaching of reading; (8) reading for style; (9) writing and reading developmental trends among low socioeconomic status children; (10) how reading affects children's writing; (11) the concept of the word in beginning reading and writing processes; (12) a theory of how children learn to read and write naturally; (13) observations of learning to read and write naturally; (14) translating children's everyday uses of print into classroom practice; (15) pragmatic func-

tions of reading and writing relationships; (16) young children solving the puzzle of reading, writing, and language; (17) reading with a sense of the writer and writing with a sense of the reader; (18) reading and writing as natural language activities; and (19) schema theory as a writing approach to reading comprehension. (HTH)

ED 243 140 CS 208 271

Adams, David L.

A Study of Kansas Scholastic Newspaper Content and Management Practices in a First Amendment Context.

Pub Date—7 Aug 84

Note—42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Policy, *Content Analysis, *Court Litigation, Educational Research, *Freedom of Speech, Guidelines, High Schools, *School Newspapers, *School Surveys, Student Interests, Student Publications, *Student Rights, Teacher Role

Identifiers—*First Amendment, Kansas

To determine if Kansas scholastic journalism programs were being allowed to practice First Amendment rights as determined by federal court decisions since 1968, a study analyzed 177 questionnaires completed by principals, faculty advisers, and student editors at 75 randomly selected public high schools having student newspapers. Survey results included these findings: (1) larger school newspapers had broader content than did the smaller schools; (2) student newspaper editors were not allowed to exercise their First Amendment rights to make the newspaper a true forum for student expression; (3) most school newspapers did not publish irresponsible content, but most had inadequately covered content areas; (4) most respondents lacked knowledge on scholastic press law; and (5) most newspapers operated without written content guidelines. Recommendations based largely on these findings included that newspaper editors and faculty advisers should be encouraged to broaden newspaper content to include social, political, and nonschool issues affecting students; student editors should be given more control over newspaper content; school officials and students should develop written newspaper content guidelines; and school officials should encourage responsible newspapers by providing needed resources, including a competent, knowledgeable faculty advisor. (Author/MM)

ED 243 141 CS 208 274

Thorson, Esther

Episodic and Semantic Memory: Implications for the Role of Emotion in Advertising.

Pub Date—Aug 84

Note—19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising, *Cognitive Processes, *Emotional Response, *Mass Media Effects, Media Research, *Memory, Persuasive Discourse, Purchasing

Identifiers—*Episodic Memory, *Semantic Memory

In an examination of the way people store and retrieve information from advertising, this paper draws a distinction between "semantic" memory, which stores general knowledge about the world, and "episodic" memory, which stores information about specific events. It then argues that episodic memory plays a more significant role in advertising's effects than has been previously thought. The paper applies episodic memory to questions concerning the role that emotional appeals play in influencing memory, choice, and purchase, concluding that conceptualizing emotional effects in terms of the episodic memory model is both consistent with the psychological literature on memory and useful in understanding how emotion operates in the persuasive process. (FL)

ED 243 142 CS 208 278

Duke, Charles R.

The Role of Reflection, Problem-Solving and Dis-

cussion in the Teaching of Literature.

Pub Date—Apr 84

Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984).

Pub Type—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Discussion (Teaching Technique), English Instruction, Inquiry, *Literature Appreciation, Poetry, *Problem Solving, Questioning Techniques, Reading Comprehension, Secondary Education, *Teacher Role, *Teaching Methods

Identifiers—*Aesthetic Reading, Frost (Robert), *Reflection

English teachers have given some attention to aesthetic reading, usually terming it the development of literary appreciation, but many of the classroom practices used to foster that appreciation have been counterproductive. One consideration in developing aesthetic reading has to do with the means for promoting reflection in readers. That is, their willingness to contemplate what they are about to read or what they have read and its effect on them. Another consideration in helping students with their aesthetic reading of literature is developing their ability to engage in questioning and problem solving. Good readers distinguish themselves from weaker readers through the ability to ask questions and search for answers that promote greater comprehension of the text and of the reading experience that accompanied it. Therefore, teachers need to create situations that provoke students into asking questions of their own in order to arrive at solutions that satisfy them. Reflection and problem solving promote the reading of literature based on an inquiry mode, in which shared discussion plays a major role. To introduce this approach into the classroom, teachers need to focus the attention of students on actual inquiry and response and to provide opportunities for frequent practice in the process. (The paper concludes with a sequence of activities connected with the reading of Robert Frost's "Storm Fear" that shows how such an approach might be introduced.) (HOD)

ED 243 143 CS 208 281

Weinberg, Francine

Is There a Missing Link?

Pub Date—Mar 84

Note—19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Educational Change, Marketing, *Publishing Industry, Secondary Education, Teacher Attitudes, *Textbook Content, *Textbook Preparation, *Textbook Publication, *Writing Instruction

Identifiers—*Theory Practice Relationship

Publishers of high school composition textbooks gather information about the "book market" through outside statistical analyses or case studies and through their own interviews and polls. Recently, such studies and interviews have revealed significant differences in classroom practices. Consequently, publishers are faced with such questions as (1) How do editors and writers package a writing process? (2) How do publishers develop writing activities with universal relevance? (3) What kind of writing is most important to teachers? (4) How do publishers appeal to the part of the market that finds teaching a writing process too hard? (5) How can publishers help teachers faced with standardized and competency tests? (6) How much reading about writing can publishers expect students to do? and (7) What role, if any, should a composition textbook play in helping students with writing in other disciplines? Nevertheless, research studies and changes in classroom practices have resulted in some textbook changes, among them: chapters about prewriting and invention, acknowledgement of peer editing, recognition of writing as process not product, and an extension of composition assignments to literature textbooks. Such changes suggest that there is no missing link between theory and practice—just a time lag. (HOD)

ED 243 144 CS 208 282

Furner, Beatrice A.

Activity, Essentials, and Excellence: Language Arts 2000.

Pub Date—Apr 84

Note—21p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Environment, Educational Needs, *Educational Objectives, Educational Quality, *Educational Trends, Elementary Secondary Education, *English Curriculum, *Futures (of Society), *Language Arts, Values

Projections concerning the nature of schooling in the 21st century are replete with images of schooling at home via electronic media. Educational goals suggested by theorists include (1) using language and other symbol systems to think and communicate effectively with diverse peoples; (2) developing skills of lifelong learning; (3) acquiring a broad, interdisciplinary general education; (4) developing the ability to solve complex problems by analyzing and synthesizing information, thinking critically, making decisions, implementing plans, and accepting consequences; (5) developing the ability to cope with change; (6) learning to understand and use technology; (7) developing a futures perspective and a value system that includes concern for planetary survival; (8) developing skills in group processes and concern for social problems through constructive participation in decision-making; (9) developing the ability to respond and express oneself aesthetically; and (10) developing skills and interests for use of leisure time. A close examination of these goals reveals their similarity to the statements on the essentials of education. Excellence in the English language arts programs for the year 2000 can be achieved by combining and blending these goals and essentials in a classroom where the students are actively and personally involved in learning. (HOD)

ED 243 145

CS 208 284

Boiarsky, Carolyn

What the Authorities Tell Us about Teaching Writing: Results of a Survey of Authorities on Teaching Composition.

Pub Date—Apr 84

Note—48p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Elementary Secondary Education, Higher Education, Opinions, Questionnaires, *Teacher Response, *Teaching Styles, Writing Evaluation, Writing Exercises, Writing for Publication, *Writing Instruction, *Writing Processes, *Writing Research Identifiers—*Theory Practice Relationship

A questionnaire entitled "An Inquiry into Classroom Practices in the Teaching of Writing" was sent to 222 authorities comprising two groups: those who have published a work in the form of a book or monograph under the auspices of the National Council of Teachers of English since 1963, and those who have held administrative positions in the various projects comprising the National Writing Project. Respondents were asked to determine how often they believed specific practices should be used at the primary, middle, secondary and postsecondary grade levels. The 101 responses received indicated that authorities favor a predominantly process approach to teaching writing. Among the responses were the following: (1) writing exercises, such as free writing and brief writing exercises of about 5 or 10 minutes, should be provided slightly more than half the time at all grade levels; (2) students at all grade levels should be given the opportunity to select their own topics for slightly more than half their compositions; (3) the context for students' writing should involve a variety of audiences and modes; (4) writing needs to be connected to units of study in the content areas and the language arts; and (5) holistic scoring should be used at the primary level about half the time, primary trait analysis should be used for another quarter of the time, and the remaining percentage of assignments should be divided equally between analytic scoring and discourse analysis. These percentages change at the upper levels, with holistic scoring being used only one-third of the time. (Appended is the questionnaire with responses.) (HOD)

ED 243 146

CS 208 285

McAndrew, Donald A.

Scribal Fluency and Syntactic Fluency.

Pub Date—Mar 84

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, Comparative Analysis, *Discourse Analysis, *Handwriting, Higher Education, *Sentence Structure, *Syntax, Writing Exercises, *Writing Research, Writing Skills

Identifiers—*Handwriting Speed, *Syntactic Complexity

To determine the relationship between handwriting speed and syntactic complexity, a study examined the syntactic features of 60 students enrolled in either a basic writing course or a traditional college composition course. Fast and slow handwriting were identified from highest scores on any one of four writing "tests." The writing samples collected were in response to a persuasive task since it required the most complex syntax. To ensure the complete development of ideas and strategies, students were given three prewriting activities. The collected writing samples were then analyzed for 18 direct or derived syntactic variables. Results indicated that enrollment in composition class was a significant main effect for 11 syntactic variables. Basic writers produced fewer words, fewer T-units, and fewer clauses than traditional college writers. However, the length of the T-units and clauses was not significantly different. Traditional college writers produced twice as many left-branching structures and these were twice as long as those of basic writers. They also produced almost three times as many right-branching structures. The multivariate analysis of variance for handwriting speed indicated that it was not a significant main effect for any of the 18 syntactic variables. However, traditional college writers who were also fast handwriters produced more words, more T-units, and more clauses than any of the other subjects, whether they were also traditional college writers or fast handwriters. (HOD)

ED 243 147

CS 208 289

Larson, Mark A.

Media Relations: The Planned Event.

Pub Date—Aug 84

Note—10p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Course Content, Education Work Relationship, Higher Education, Journalism Education, Mass Media, *News Reporting, *Publicity, *Public Relations, *Teaching Methods

Identifiers—Boorstin (Daniel), *Media Events, *Media Use

Intended for use by instructors of public relations courses, this paper discusses teaching methods that can be used to demonstrate to students how much of the news involves events that are carefully planned by public relations practitioners and some of the techniques the practitioners use to create these events. The paper describes in detail Daniel Boorstin's concept of "pseudo-events"—experiences that are planned, often "hyped," and evaluated for success by how much news media coverage they receive. It examines the relationship between pseudo-events and planned media events, and then describes an assignment given to students in which they prepared an analysis of a pseudo-event covered by the media. In conclusion, the paper discusses some of the societal implications of the proliferation of pseudo-events. (FL)

ED 243 148

CS 208 290

Adler, Keith

Online Secondary Research in the Advertising Research Class: A Friendly Introduction to Computing.

Pub Date—Aug 84

Note—9p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Guides - Classroom - Teacher (052) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising, Assignments, Computer Assisted Instruction, *Computer Literacy, Course Descriptions, Higher Education, *Information Retrieval, *Online Systems, *Reference Services, Research Design, *Research Skills, Search Strategies, Student Research Identifiers—*Research Papers (Students)

In an effort to promote computer literacy among advertising students, an assignment was devised that required the use of online database search techniques to find secondary research materials. The search program, chosen for economical reasons, was "Classroom Instruction Program" offered by Dialog Information Services. Available for a charge of \$14 per hour, the program provides students with access to over 100 different databases. For the assignment, students were asked to prepare search objectives for any advertising-related topic of their choice. Once the students completed their search objectives and a command outline, they were given a very basic search to be typed into the terminal. This basic search provided a vehicle through which students could evaluate their understanding of the search program before searching. After completing the rote assignment, students made their own bibliographic search. To reduce the telephone connect time, several constraints were included, among them the following: (1) students were assigned to work in teams of 3 to 5 individuals; (2) the number of bibliographic references typed was minimized; and (3) search setups were graded and corrected before signing on the computer. Instructor preparation was provided by the database vendors and Dialog. Especially useful were their training seminar manuals. Initial evaluations of the assignment showed the only deficiency to be too few searches. (HOD)

ED 243 149

CS 208 291

Sweeney, Barbara

The Marketplace of Ideas: An Economic Analogy for Freedom of Speech.

Pub Date—Aug 84

Note—42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Gainesville, FL, August 5-8, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication (Thought Transfer), *Court Litigation, Economics, *Freedom of Speech, *Intellectual History, *Language Usage, *Mass Media, Metaphors

Identifiers—*First Amendment, *Marketplace of Ideas, Media Role

Noting that the "marketplace of ideas" metaphor often used in the study of freedom of speech is drawn from classical economics, this paper cites J. Murray's definition of the concept as "the idea that citizens in a democracy are well served if opinions of all kinds, accurate or inaccurate, are freely circulated." The first section of the paper traces the historical development of the metaphor, beginning with an examination of the image of truth competing with falsehood that emerged in political argument in the Reformation and later became part of the political language of the American colonies. It then traces this image in the legal language of American courts, pointing out that it was first used in 1919 by a United States Supreme Court justice, who used it as an economic metaphor in a dissenting opinion. The second section of the paper examines the use of the economic metaphor in United States Supreme Court opinions, where it was held that when ideas compete for acceptance, free of regulation, audiences will accept the good (true) ideas and reject the bad (false) ones. The paper argues that Supreme Court justices have also used the metaphor to draw upon a whole structure of economic terms, concluding that although the image is composed of terms that suggest commitment to a laissez-faire principle, its expression as an economic analogy allows the justices to draw upon such concepts as fraud, regulated monopolies, and Gresham's law, which permits both flexibility in decision making and commitment to a shared value. (FL)

ED 243 150

CS 208 300

Dowdy, Diane

The Trying Out of the Essay: How Scientific Essayists Compose.

Pub Date—Mar 84

Note—18p.; Paper presented at the Annual Meet-

ing of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Authors, Cognitive Processes, *Comparative Analysis, Concept Formation, Creative Thinking, *Essays, *Interviews, Writing for Publication, *Writing Processes, *Writing Research

Identifiers—*Scientific Essays

Six scientific essayists were interviewed to gain some understanding of their writing processes. The writers were Roger Sawin, who writes for "Horticulture"; Harold Morowitz who writes for "Hospital Practices," "Science 82" and "Science 83"; Stephen Jay Gould who writes for "Natural History"; Jeremy Bernstein who writes for the "New Yorker" and "American Scholar"; Lewis Thomas who wrote for "The New England Journal of Medicine" and currently writes for "Discover"; and Freeman Dyson who has written for a variety of general interest magazines. In addition, each has written other works. The interviews revealed that, similar to college composition class students, most of them produced essays of 800-2,500 words and took two weeks to compose the essay. Although each of the essayists wrote differently, they all said the majority of the time was spent on deciding on the topic, researching the topic, and then loosely thinking about the subject. Writers pull ideas together by having a clear, concrete theme to which they can connect other ideas. Each of the writers also writes to a community of readers which, in turn, influences their writing throughout the process. Fundamentally, the interviews revealed that the essayists thought, researched, discussed, wrote and revised and thought the experience to be fun. (HOD)

ED 243 151

CS 208 303

Dodd, Julie E.

High School Principals' and Newspaper Advisers' Evaluations of the Important Characteristics for Newspaper Advisers.

Pub Type—Aug 84

Note—26p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Comparative Analysis, Educational Research, *Faculty Advisers, *Journalism Education, Media Research, *Occupational Surveys, *Principals, *Role Perception, School Newspapers, Secondary Education, *Teacher Characteristics, Teacher Role

More than 200 high school principals and 175 school newspaper advisers responded to a survey that examined the similarities and differences in the two groups' evaluations of the important characteristics for newspaper advisers. The respondents supplied information concerning their schools and newspapers, their journalism training, and conflicts that had occurred between advisers and principals during the past year. In addition, they ranked personality characteristics and interpersonal communication skills on a specially prepared scale. Results indicated that (1) neither the adviser's nor principal's background in journalism affected his or her perception of the importance of advisers being certified in journalism; (2) advisers with journalism training were more likely to have conflicts with their publication staff members than those with no such training; (3) the more college journalism training an adviser had, the greater likelihood that he or she would have conflicts with the school administration; (4) in ranking training characteristics for advisers, principals ranked teaching certification and college grades as much more important than did the advisers, who gave higher rankings to skills they would actually use in advising a newspaper staff, and (6) in ranking personality traits, principals selected "supports school philosophy" and "understands community mores" as most important, while advisers chose "assertiveness" as most important. (FL)

ED 243 152

CS 208 307

Stoddard, Ann H.

Teaching Worldmindedness through Children's Literature.

Pub Date—Oct 83

Note—11p; Paper presented at the Annual Meeting of the Florida Reading Association (21st, Hollywood, FL, October 13-16, 1983).

lywood, FL, October 13-16, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reference Materials - Bibliographies (131)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Development, *Children's Literature, *Cultural Awareness, Cultural Pluralism, Elementary Education, *Global Approach, Humanism, *Literature Appreciation, Multicultural Education, *Reading Material Selection

Children's literature is an excellent medium to introduce global concepts and bridge multicultural understanding. Through the use of books, children can be helped to appreciate the commonalities and differences among cultures, to become aware of a relationship with self, others, and the environment, and to identify with the human condition. An initial point of departure for global education with young children is increasing their sense of dignity and self-worth. This theme in books helps children to gain self-acceptance. The concept of acceptance of others can help increase the child's understanding of cause-effect relationships in social interaction. Books should also be selected to teach worldmindedness, to show children that various cultures have more similarities than differences. The use of animal stories and folktales, on the other hand, can help children to grasp the concept of diversity among cultures. High interest books that are either picture books or easy to read can provide children with a perspective of the world according to another's point of view. And, books that address world problems can be used as a consciousness-raising exercise. (The paper lists and describes children's books for each of the concepts addressed.) (HOD)

ED 243 153

CS 208 311

Thomas, James H.

The Legitimacy of Punitive Damages in Media Libel Cases.

Pub Date—Aug 84

Note—21p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143)—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Censorship, *Freedom of Speech, Legal Costs, *Legal Responsibility, *Media Research, *News Media, News Reporting, Press Opinion, Punishment

Identifiers—*Libel, *Punitive Damages, Self Censorship

The constitutionality of punitive damage awards in media defamation litigation was examined through a review of federal and state libel case law since the 1964 Supreme Court decision in "New York Times v. Sullivan." Using the opinions of various courts and justices and studies of libel litigation, a number of areas bearing on the issue were explored, including (1) the unpredictability of punitive awards, both in size and the lack of standards used by juries in determining them; (2) the effect this unpredictability, along with high damage awards, has on media self-censorship; and (3) the effect of the high cost of defending against libel litigation through the entire appeals process has had on self-censorship. In addition, the state's basic interest in libel litigation—to compensate for damage to reputation—was examined to determine if punitive damages met or exceeded the requirements of that interest. The major findings of the examination were that punitive damage awards in media libel cases definitely have resulted in fostering an atmosphere of self-censorship. In addition, the increasing frequency of libel litigation that must be pursued through the appellate courts has added prohibitively high legal defence costs to the threat of punitive damages. Finally, the examination revealed that punitive damage awards may go beyond the basic interest of the state in libel litigation and may be interfering with editorial freedom rather than vindicating damaged reputations. (FL)

ED 243 154

CS 504 566

Ting-Toomey, Stella

Intercultural Understanding: An Interpretive Perspective.

Pub Date—Mar 84

Note—18p; Paper presented at the Annual Meeting of the Eastern Communication Association (75th, Philadelphia, PA, March 8-11, 1984).

Pub Type—Opinion Papers (120)—Information Analyses (070)—Speeches/Meeting Papers

(150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Research, *Cultural Awareness, Cultural Differences, *Ethnography, *Intercultural Communication, Language Research, *Language Usage, *Research Methodology, Research Needs

Noting that intercultural understanding is a prime construct in the study of intercultural communication, this paper examines two questions that confront all intercultural communication researchers: (1) What are the underlying characteristics of intercultural understanding? and (2) What constitutes an interpretive perspective to intercultural understanding? The paper addresses the first question through a discussion of the importance of acquiring the implicit, taken-for-granted knowledge structures that influence everyday conversational usage in a culture. It argues that to understand the relationship between culture and everyday communication conduct, researchers must understand concepts such as cultural conversational pathway, the preferable mode of interaction, the manner of delivery, and turn-taking conversational rules in conjunction with appropriateness of context. In addressing the second question, the paper argues for an ethnographic coherence approach to elicit and simultaneously evoke a system of sociocultural meanings of a speech community. (FL)

ED 243 155

CS 504 568

Kidd, Virginia V.

Notin' Says Lovin' Like Something from a Commercial: A Critical Look at Interpersonal Communication in Commercials.

Pub Date—Feb 84

Note—15p; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affection, Content Analysis, Family Relationship, *Interpersonal Relationship, Mass Media, *Mass Media Effects, Merchandising, *Social Behavior, Social Life, *Social Values, *Television Commercials, Television Viewing

Identifiers—*Media Role

Television commercials that deal with interpersonal communication fall into two types—those whose interpersonal dynamics convey the message and those in which the interaction expressed is part of the background setting. Among the former are scenarios by American Telephone and Telegraph whose emphasis is on building and maintaining relationships, not conveying information. Among the latter are commercials by Taco Bell or Duncan Hines that show people eating together, showing clearly that caring individuals share meals. They also have fun together, primarily physically active (and camera visible) fun involving warm hugs and lots of unrestrained laughter, while consuming beer, soda, or wine. Still another repeated scene is of people offering advice. As purveyors of appropriate behavior, these advertisements support the assertion that commercials have taken on moral authority as well as authority over style. What commercials offer are recurring demonstrations of how human beings in caring relationships treat each other. All the characters are civil, considerate, giving, and capable of at least minimal financial provision. They treasure understanding, affection, and pleasure. The commercial's language implies that behavior other than that prescribed is not an acceptable alternative. In fact, it is unsettling to realize how much an expression of caring may be influenced by commercials. (HOD)

ED 243 156

CS 504 582

Gruner, Charles R.

Speaker Ethos, Self-Deprecating Wit/Humor, and Audience Reaction: Another Look.

Pub Date—6 Apr 84

Note—10p; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Baton Rouge, LA, April 5-7, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Measures, College Students, *Communication Research, Communication Skills, Higher Education, *Humor, *Reader Response, Speech Communication, *Speeches, *Status

Identifiers—*Audience Response

In the first of two experiments designed to deter-

mine whether the use of humor would enhance audience reactions to a speaker without damaging that speaker's ethos (character and authority), 98 university students were randomly assigned to read one of four versions of the speech, "Why I Chose Psychology." The subjects read speeches that were either humorous or not humorous and ascribed to either a low ethos source (a high school student) or a high ethos source (a university professor). Results of subjects' ratings on ethos, humor, and semantic differential indicated that humor or wit can enhance a speaker's image without damaging the traditional factors of ethos. In a replication of the study, 121 subjects rated a speech, "Why Everyone Should Read the Bible," which used humor rather than the earlier speech's witisms, and self-deprecation rather than deprecation of the professional field. Although use of humor raised ratings on witiness and sense of humor, it lowered ratings on authority. The differences in results may have been related to differences in the type of humor used. The studies suggest that the speaker's use of humor should meet certain standards of taste and appropriateness. (MM)

ED 243 157 CS 504 584

Pearson, Judy C. Turner, Lynn H.

The Personal Report of Communication Apprehension: Predictive Validity and Behavioral Correlates.

Pub Date—Mar 84

Note—20p; Paper presented at the Annual Meeting of the Eastern Communication Association (75th, Philadelphia, PA, March 8-11, 1984). Portions may not reproduce clearly due to small print. Pub Type—Reports - Evaluative (142) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affective Behavior, College Students, *Communication Apprehension, Communication Problems, Communication Skills, Higher Education, Peer Evaluation, *Perception, *Predictor Variables, *Public Speaking, *Self Evaluation (Individuals), Speech Communication, Test Reviews, *Test Validity

Identifiers—*Self Report Measures

To determine the criterion related validity of the Personal Report of Communication Apprehension (PRCA), 156 college students enrolled in a beginning public speaking course were administered the PRCA and asked to evaluate peers' speeches using a standard evaluation form. Offering support for the PRCA's validity, results showed a correlation between communication apprehensiveness' self-reports and peer evaluations. Student evaluators perceived people reporting high levels of communication apprehension as speaking too softly, providing long pauses for no apparent reason, having a shaking voice, apologizing for their message, not responding to their audience, blushing, and having trembling hands. They also evaluated high communication apprehensiveness more negatively than their peers, seeing them as less credible, less attractive, less likely to influence opinions, and less effective in communication. Behaviors reported by peers fell into three sets of behaviors, indicating either tension, lack of assertion, or excessive concern with self. (MM)

ED 243 158 CS 504 585

Stephens, Judith L.

Robert Wilson's Invitation to Insanity.

Pub Date—Nov 83

Note—18p; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983). Pub Type—Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, Drama, Perception, *Theater Arts, *Therapeutic Environment

Identifiers—Audience Response, *Directors (Theater), *Wilson (Robert)

The plays of stage director Robert Wilson are devices presenting alternative modes of perception to theatre audiences accustomed to verbal/aural structures of experience. Uniting his interests in the arts and therapy, his plays create a theatrical event promoting empathy with the perceptions of the mentally or physically handicapped and establishing them as valid artistic sources by incorporating the characteristics of deafness, autism, and mental instability. His "school" includes men and women, artists, children and elderly, and the mentally and physically handicapped, all of various races and cultures. His kind of theatre has proved therapeutic for

both his actors and his audiences. Some have seen his work as an invitation to insanity, but the outcome for most of his audiences seems to be a heightened awareness of self and of others who were perhaps previously seen as totally distinct and unrelated to that sense of "self." Thus, one of Robert Wilson's major accomplishments is having created, through the use of such techniques as simultaneous stage activity, the absence or sparse use of sound, and manipulation of time, a theatre of images that offer the possibility of experiencing alternative modes of perception. By including those who have been limited to marginal participation in society as valid artistic sources and performers, the theatre may ultimately unleash a common reservoir of feeling and expression between such artists and their audiences. (HTH)

ED 243 159 CS 504 586

Holz, Josephine R.

Trends in Popular Magazine Depictions of the Computer.

Pub Date—Mar 84

Note—23p; Paper presented at the Annual Meeting of the Eastern Communication Association (75th, Philadelphia, PA, March 8-11, 1984). Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computers, Content Analysis, Mass Media Effects, *Media Research, News Reporting, *Periodicals, *Public Opinion, Technological Advancement

Observing that most adults' present conceptions of the computer have been shaped by media images, a content analysis was conducted of 169 articles on computers published in six popular magazines from the 1940s through 1969. The articles were coded in terms of their themes and topics, and the specific terms used to refer to computers in each article were listed, as were metaphors or analogies that involved anthropomorphism, or the attribution of human characteristics to computers. The results indicated that the largest number of articles were published between 1965 and 1969, and between 1975 and 1979. The major focus of the articles began with developments and advances in computer technology and changed over time to uses and predicted uses of the computer. Military uses were the most frequently mentioned during the first 20 years, but this was replaced by mention of the business/industrial sector, which was subsequently replaced by academic uses. References to the limitations, advantages, or similarities of computers versus human beings decreased rather steadily over the period studied, as did the number of different terms used to refer to the computer. Anthropomorphic smiles and metaphors describing computers were used sporadically throughout the time period studied. (HTH)

ED 243 160 CS 504 587

St John, Jacqueline

Male Stereotypes in Radio Serials of the 1930s and 1940s.

Pub Date—23 Apr 83

Note—22p; Paper presented at the Annual Meeting of the Popular Culture Association (13th, Wichita, KS, April 23, 1983).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Content Analysis, Intellectual History, *Males, Media Research, *Popular Culture, *Programming (Broadcast), *Radio, Role Models, Sex Role, *Sex Stereotypes, Social Attitudes, *Stereotypes

Identifiers—*Soap Operas

Because they tend to reflect dominant cultural values that are more obvious and taken for granted by historians, male stereotypes in radio serials, or "soap operas," have been ignored. They are prevalent, however, especially in the representative "Golden Age" productions of Anne and Frank Hummert. The Hummerts produced 46% of the serials current between 1932 and 1937, and 30% of those current between 1937 and 1942. Among the programs were "Jack Armstrong," "Front Page Farrell," and "Lorenzo Jones." In episodes of each drama, dialogue shows that male characters were verbally in control—their expressions were more rational and directly related to the situation at hand—while women's remarks were descriptive, obvious, and inane. The only exception is Sally Farrell, Front Page Farrell's wife. But while she accompa-

nies him on his adventures, she is relegated to a voyeuristic position. To establish a firm correlation between episodic serial dramas with the reality of life at the time, to analyze the interaction of domestic and foreign events that became basic radio plot premises, and to correlate sex role and race role socialization with the social milieu, further research is required. (CRH)

ED 243 161 CS 504 588

Ross, Ana Todd-Mancillas, Wm. R.

Gender Differences in the Management of Four Different Personnel Disputes with Male and Female Employees.

Pub Date—19 Feb 84

Note—31p; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Research, Communication Skills, *Conflict Resolution, Employer Employee Relationship, *Females, Labor Relations, *Males, *Organizational Communication, *Sex Differences

Identifiers—*Management Practices

A study compared male and female managers' preferences for using communication-based as opposed to power-centered strategies for resolving employer-employee disputes. Subjects, 40 male and 40 female middle and upper level managers, were interviewed and asked to report their preferred manner of resolving four different personnel problems: (1) an employee reluctantly complies with a manager's order to do a task not included in his or her job description, (2) an employee goes beyond boundaries of authority and violates chain of command, (3) an employee challenges a manager's competence to give correct instructions on how to do an assigned task, and (4) a high level employee's authority is challenged by other high level employees/managers. In general, the results support previous research showing that females may be more communicative in their management styles than males. Specifically, no significant difference emerged between males and females when dealing with personnel problems involving a disagreement about whether a given task complied with an employee's job description. Differences did emerge in the other three situations, however, with males reporting greater tendencies to rely on power and females reporting greater tendencies to use communication as a means of resolving problems. (Descriptions of each problem situation and extensive tables of data are appended.) (FL)

ED 243 162 CS 504 589

Ritter, Kurt Hellweg, Susan A.

The Past and Future of Presidential Primary Debates.

Pub Date—Apr 84

Note—22p; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Baton Rouge, LA, April 5-7, 1984).

Pub Type—Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Debate, Mass Media Effects, News Reporting, *Persuasive Discourse, *Politics, Programming (Broadcast), Public Opinion, *Television, Television Research

Identifiers—Federal Communications Commission, Media Role, Presidential Campaigns, Presidential Candidates, *Presidential Debates

Studies focusing on televised presidential primary debates include four perspectives. From a historical perspective, televised presidential primary debates have increased slowly from 1956 through 1980. With the 1975 Federal Communications Commission ruling that independently sponsored campaign debates were news events exempt from "equal time" requirements, the number of presidential primary debates have increased greatly. From the pragmatic perspective of a presidential candidate, primary debates offer widespread and usually free public exposure. News media have become increasingly important to a primary campaign, because commercial rates are prohibitive and voters suspect candidates who refuse to debate. From the public affairs perspective, various sponsors of televised debates believe that debates serve the public interest, and considerable evidence supports this. A benefit of primary debates is that they allow experimentation with a variety of debate formats and procedures that may improve the quality of general election debates.

From a television perspective, presidential debates are defined by the television medium. The real issue is whether televised primary debates help or hinder the intellectual quality of campaign discourse and the rationality of political decision-making by American voters. To some measure, this will depend upon the ability of sponsors to devise appropriate formats for primary campaign forums. (HTH)

ED 243 163 CS 504 590

Rancer, Andrew S. Dierks-Stewart, Kathi J. An Examination of Biological and Psychological Gender Differences in Trait Argumentativeness.

Pub Date—Mar 84

Note—30p; Paper presented at the Annual Meeting of the Eastern Communication Association (75th, Philadelphia, PA, March 8-11, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Androgyny, *Communication Research, *Conflict, Conflict Resolution, Females, *Interpersonal Communication, Males, *Personality Traits, Persuasive Discourse, Psychological Characteristics, *Sex Differences, Sex Role Identifiers—*Argumentativeness, *Psychological Gender

To examine the influence that biological sex and psychological gender have on trait argumentativeness, 219 subjects were asked to complete the Argumentativeness Scale and the Revised Bem Sex-Role Inventory. Subjects were classified according to sex and gender, and two-way analysis of variance was conducted. Additionally, discriminant analysis was conducted to investigate how psychological gender discriminated among individuals on the tendency to approach and avoid arguments. Results of the analysis of variance indicated that males and females did not differ significantly on trait argumentativeness, but that individuals classified by psychological gender, regardless of biological sex, did differ significantly. Subjects classified as instrumental/leaders were significantly higher in trait argumentativeness than subjects identified as expressive, androgynous, or undifferentiated. Discriminant analysis revealed that expressive and undifferentiated individuals tended to avoid argumentative situations while instrumental/leaders and androgynous individuals did not. Argumentativeness avoidance tendencies were most pronounced in the expressive and least pronounced in the instrumental/leader identities. (Tables of results are appended.) (Author/MM)

ED 243 164 CS 504 591

Pellegrini, A. D. And Others

Persuasion as a Social-Cognitive Activity: The Effects of Age and Channel of Communication on Children's Production of Persuasive Messages.

Pub Date—27 Jan 84

Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Cognitive Development, Elementary Education, Grade 1, Grade 3, Grade 5, *Perspective Taking, *Persuasive Discourse, *Social Cognition, *Speech Communication, Writing (Composition), Writing Research

To examine the relationship between children's social-cognitive status and the production of persuasive arguments and to determine the effects of age and the channel of communication on these arguments, 16 first grade, 17 third grade, and 16 fifth grade students were asked to produce both oral and written persuasive messages and were administered a measure of cognitive role taking. Significant partial correlations between the role taking measure and the following measures of written persuasives were found: variety of requests, highest level of request, and total number of supports for requests. The results provided weak support for the notion that persuasion reflects children's social-cognitive status. Age effects on all measures of persuasion indicated that children's arguments became longer, more varied, and more complex with age. Age and channel interactions for variety and total number of requests suggested that the written channel was facilitative for only fifth grade students in the sample. (MM)

ED 243 165 CS 504 592

Gotsch, Constance M.

The Documentary: A Sound Idea.

Pub Date—Jan 84

Note—21p; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984).

Pub Type—Speeches/Meeting Papers (150)—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audio Equipment, *Audiotape Recordings, Class Activities, *Classroom Communication, Communication Skills, *Documentaries, Films, Higher Education, Language Arts, Production Techniques, Secondary Education, Teacher Role, *Teaching Methods

Using audio documentaries as a teaching technique can serve two purposes: provide students with information on any subject and, in the process of producing tapes, introduce writing, listening, research, interviewing, and extemporaneous speaking experiences—all skills that students can later apply to other situations. The live-on-tape format requires a minimum of time, experience, equipment, and money. It can include field recordings that are usually location tapings of interviews, concerns, or sounds unique to a person, place, or animal. Field recordings not only help "interviewees" relax in their own environments and offer an opportunity to use natural sound, but also provide descriptions of locations that can themselves become part of the audio image. Live-on-tape productions require a minimum of one turntable, cassette deck, reel-to-reel recorder, microphone, amplifier, and pair of headphones. Field recording requires one or two cassette recorders with separate microphones. Once the recordings are made, a script can be written, narration recorded, and elements edited and inter-recorded or spliced together. Writing for audio requires careful attention to punctuation and style to enhance the sense of conversation. If needed, local noncommercial radio stations may provide professional help and, when appropriate, may even broadcast the finished documentary. (Examples of audio documentary scripts are included.) (HTH)

ED 243 166 CS 504 593

Ting-Toomey, Stella

Conflict Management Styles in Black and White Subjective Culture.

Pub Date—May 84

Note—27p; Paper presented at the Annual Meeting of the International Communication Association (San Francisco, CA, May 24-28, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Blacks, College Students, Communication Research, Conflict, *Conflict Resolution, Cultural Differences, Females, Higher Education, *Interpersonal Communication, Interpersonal Competence, Males, *Problem Solving, *Racial Differences, *Sex Differences, *Social Behavior, Whites

To determine communication conflict style differences in black and white subjective cultures, 123 black and 180 white university students were administered the Organizational Communication Conflict Instrument (OCCI), a scale measuring the three conflict management styles: control (confrontation); nonconfrontation; and solution-orientation. Results indicated that blacks and whites differed in the way they managed relational conflicts; that males, regardless of ethnicity, engaged in significantly more indirect, nonconfrontational conflict strategies than did females; and that black females tended to use slightly more confrontation style strategies while white females engaged in more solution orientation strategies in dealing with relationship conflicts. (MM)

ED 243 167 CS 504 594

Wagner, David L.

ERIC First Analysis: Welfare Reforms; 1984-85 National High School Debate Resolutions.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0025

Note—98p.

Available from—Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 (\$4.00, 10% discount for 10-49 copies, 20% discount for 50 or more copies).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Debate, *Employment Programs, *Federal Programs, High Schools, Poverty, Poverty Programs, Program Improvement, Resource Materials, Secondary Education, Social Action, *Social Problems, *Welfare Services

Identifiers—*National Debate Topic

Designed to serve as a framework from which high school debate students, coaches, and judges can evaluate the issues, arguments, and evidence present in sustaining and reforming the United States welfare system, this booklet provides guidelines for research on the 1984-85 debate resolutions selected by the National Federation of State High School Associations. Following the presentation of the problem area and the three debate resolutions, the booklet's four chapters discuss (1) useful information and sources for researching the topic of welfare reforms, (2) poverty in the United States, (3) income maintenance proposals, and (4) federal employment guarantees. (HTH)

ED 243 168 CS 504 596

Sanford, David L.

The Application of Logic Programming to Communication Education.

Pub Date—Apr 84

Note—12p; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Baton Rouge, LA, April 5-7, 1984).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, *Computer Assisted Instruction, *Computer Software, Educational Innovation, Higher Education, *Logic, *Speech Communication, Technological Advancement

Identifiers—*Syllogisms

Recommending that communication students be required to learn to use computers not merely as number crunchers, word processors, data bases, and graphics generators, but also as logical inference makers, this paper examines the recently developed technology of logical programming in computer languages. It presents two syllogisms and shows how they would be represented in PROLOG, a logic-based computer language. It also suggests that the assumptions underlying some syllogisms must be directly stated for the computer to correctly interpret the data. (MM)

EA

ED 243 169 EA 016 201

Clinical Supervision. The Best of ERIC on Educational Management, Number 72.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—400-83-0013

Note—5p.

Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

Pub Type—Information Analyses (071)—Reference Materials—Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Observation Techniques, Competence, Educational Research, Elementary Secondary Education, *Faculty Development, Inservice Teacher Education, *Literature Reviews, Preservice Teacher Education, Professional Training, Teacher Administrator Relationship, *Teacher Effectiveness, Teacher Evaluation, *Teacher Improvement, *Teacher Supervision

The 11 publications reviewed in this annotated bibliography discuss such aspects of clinical supervision as inservice application techniques in the clinical supervision of teachers, clinical supervision rationale, the microsupervisory experience's humanistic and clinical format, what principals should look for in classroom observations to help teachers to grow, facilitating teacher self-improvement, and clinical supervision a decade after Goldhammer. Additional publications covered focus on the inservice training of administrators in the supervision of

content area reading teachers, competencies in clinical supervision, clinical supervision research, the advantages of supportive teacher supervision over clinical supervision, and the state of the art of clinical supervision. (JBM)

ED 243 170 EA 016 315
Motivating Students for Excellence. The Best of ERIC on Educational Management, Number 73.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
 Spons Agency—National Inst. of Education (ED), Washington, DC.
 Pub Date—Feb 84
 Contract—400-83-0013
 Note—5p.

Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
 Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Academic Achievement, Administrator Guides, Behavior Theories, Demonstration Programs, Educational Research, Elementary Secondary Education, Grade 7, Grade 8, Grade 9, *Learning Theories, Literature Reviews, Models, Rewards, Self Reward, Student Attitudes, *Student Motivation, Student Needs, *Student Teacher Relationship, *Teacher Administrator Relationship, Teacher Influence, Teacher Responsibility, Teacher Role, Writing (Composition)

Identifiers—Maslows Hierarchy of Needs

The first 2 of the 12 publications reviewed in this annotated bibliography use Abraham Maslow's hierarchy of needs to address problems, respectively, of teaching composition and of motivating students by teaching them how to set goals, formulate goal-achievement strategies, and successfully implement their plans. Subsequent reports suggest ways of fostering student learning and motivation in elementary school classrooms, provide a review of a research synthesis on student discipline and motivation, explore key factors influencing degrees of motivation, and offer an administrator's guide for understanding student motivation and training teachers in motivation theories and practices. The remaining documents considered include a study guide of methods for motivating students in grades 7-9, a practitioner's guide to major concepts and theories of motivation, an article on the use of competition and public recognition as motivational tools, a description of motivation techniques at Medina (New York) Senior High School, a report emphasizing the importance of "intrinsic motivation," and an article offering strategies for motivating unmotivated students. (JBM)

ED 243 171 EA 016 491
Merit Pay for Teachers. The Best of ERIC on Educational Management, Number 74.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
 Spons Agency—National Inst. of Education (ED), Washington, DC.
 Pub Date—Apr 84
 Contract—400-83-0013
 Note—5p.

Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
 Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Demonstration Programs, Differentiated Staffs, Elementary Secondary Education, Employer Employee Relationship, *Incentives, *Literature Reviews, Master Teachers, *Merit Pay, Merit Rating, Personnel Policy, *Program Implementation, Recognition (Achievement), Salaries, Teacher Effectiveness, *Teacher Employment, Teacher Employment Benefits, Teacher Recruitment, *Teaching (Occupation)

Included in this annotated bibliography of 11 publications on merit pay are reports covering various approaches to merit increases and the successes of a merit pay program in California's Round Valley School District, an Educational Research Service review of current research and practice on merit and incentive pay for teachers, an ERIC Clearinghouse on Educational Management review of research on discrepancies between the idea of merit pay and its actual implementation, a study of the reward system for excellent teaching developed in Tucson, Arizona's Catalina Foothills School District, and an

exposition of some of the real difficulties of and possible solutions for merit pay program implementation. Additional publications reviewed concern Tennessee's "Master Teacher Program," the "Second Mile Plan" created by the Houston (Texas) Independent School District in 1979 with provisions for incentive pay for teachers, the urgency of implementing merit pay programs in order to save the teaching profession, and the importance of choosing merit pay implementation programs wisely. The bibliography concludes with a review of a synthesis of research on teacher motivation. (JBM)

ED 243 172 EA 016 560
McClary, Lloyd E., Ed.

School Community Involvement: New Realities for Schools and Their Principals.
 Spons Agency—Rockefeller Family Fund, Inc., New York, N.Y.

Pub Date—[80]
 Note—110p.
 Pub Type—Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Advocacy, Citizen Participation, Educational Planning, Educational Research, Educational Strategies, Political Power, *Politics of Education, *Principals, Professional Autonomy, *Public Relations, *School Attitudes, *School Community Relationship, School Role, *School Surveys, Secondary Education

Reconceptualizing the secondary school principal's role in relation to school-community involvements, this paper is the result of a three-part study. That study included a survey sample of school principals, a series of site conferences, and a seminar sharing data and plans from which the manuscript was prepared. The first chapter discusses the principal's mode of action and includes guides for enhancing school-community involvement. The struggles for control by advocacy groups are chronicled in the second chapter, with shared ownership of the schools emerging as a viable form of operation. In the third chapter a model is presented providing a typology with which the principal can relate linkage mechanisms to type of community influence. The vulnerability of the principal, power strategies, pressure groups, reading the community, and principal authority are discussed in the fourth chapter. The fifth chapter defines community involvement, teacher autonomy, principal support for teacher autonomy, teacher receptiveness to community, and functional equivalency. Presenting concepts to guide principal practices, the sixth chapter delineates the specifics of the principal's job. In the final chapter a discussion of principals' dilemmas, myths concerning school-community relations, role choices, strategy choices, and planning is reviewed. (MD)

ED 243 173 EA 016 646
Shiman, Paul L.

Proposition 2-1/2 and Massachusetts Schools: A Citizen Assessment of the First Year.

Spons Agency—National Inst. of Education (ED), Washington, DC.
 Pub Date—Oct 83
 Contract—NIE-P-81-0109
 Note—101p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Educational Finance, Elementary Secondary Education, *Financial Problems, Resource Allocation, *Retrenchment, *School District Autonomy, School Funds, *State Legislation, Teacher Morale

Identifiers—*Massachusetts, *Proposition 2 and One Half (Massachusetts 1980)

Labeled a "citizen assessment," this study evaluates the effects of Massachusetts 2-1/2 during the first year after its enactment. The law limited taxes and changed laws relating to school budgets. The study focused on two areas: (1) the effect of loss of fiscal autonomy on school budgeting procedures, and (2) the changes in school spending resulting from the law. The study found major changes in spending, which affected the majority of Massachusetts school districts as school budgets were cut more deeply than other budgets. The total first-year local revenue loss amounted to 9.3 percent with the larger cities and towns sustaining the largest budget cutbacks. Shifts of power profoundly altered school budget processes. Budget-making at all levels be-

came less political and more hierarchical, while participation of citizens in local budget processes declined. School constituents were found to have less power over school budgets, while the indirect power of state government increased. Close to 12 percent of teaching positions statewide were cut. The study found that the allocation of budget reductions among school districts was educationally arbitrary; the schools in older, poorer areas with the greatest needs were hardest hit. The proposition had a traumatic effect on teacher morale. The study concludes that the impact of the law on Massachusetts schools is just beginning. (MD)

ED 243 174 EA 016 651
Bacharach, Samuel B.

Consensus and Power in School Organizations. Final Report.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
 Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83
 Grant—NIE-G-78-0080
 Note—334p.; For individual papers, see EA 016 652-659.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Administrator Attitudes, Administrator Role, Behavior, Boards of Education, Educational Administration, Elementary Secondary Education, *Governance, Group Behavior, *Labor Relations, Occupational Mobility, Organization, *Organizational Theories, *Politics of Education, Power Structure, Principals, Public Schools, Research Projects, School Administration, *School Districts, Stress Variables, Superintendents, Teacher Associations, Teacher Attitudes, Teacher Employment Benefits, Teacher Militancy, Teacher Response, Teachers, Unions

Identifiers—*New York, Quality of Working Life

Drawing on survey data from 83 New York school districts and case studies of 6 districts, the report reported here explores several aspects of schools and districts as organizations. The conceptual framework guiding the study emphasizes that educational organizations are not governed either by their structure or by the reactions of individuals, but are political organizations in which participants pursue interests reflecting their legitimate roles. Eight papers and an appendix comprise this final report. The first paper elucidates the theoretical and methodological approach taken, and the second proposes a political analysis of schools as organizations as a practical theory. The third paper is a study of political factors predicting turnover of school board members. The fourth analyzes earlier management ideologies and endorses a multidimensional conception of quality of work life programs. The fifth and sixth papers report, respectively, a study of job-related predictors of teacher stress and a survey of the attitudes of teachers, principals, superintendents, and school boards toward teachers' unions. The seventh paper reports an exploratory study of the impact of interpersonal and intergroup characteristics on the teacher's decision to rely on collective action. The eighth paper presents a study of the impact of various organizational factors on teacher militancy. Finally, the appendices contain survey instruments and information on research design and data collection for this research project. (MJL)

ED 243 175 EA 016 652

Bacharach, Samuel B.
Notes on a Political Theory of Educational Organizations.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
 Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83
 Grant—NIE-G-78-0080
 Note—22p.; In: Consensus and Power in School Organizations. Final Report (EA 016 651).
 Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Organization, Case Studies, Decision Making, *Educational Administration, Elementary Secondary Education, Group Structure, *Models, *Organization, *Organizational Theories, Politics of Education, Power Structure, *Research Methodology, School Districts, Statistical Analysis

Identifiers—Coalitions, Loosely Coupled Systems, *Political Analysis

This essay reviews major trends in methodological and theoretical approaches to the study of organizations since the mid-sixties and espouses the political analysis of organizations, a position representing a middle ground between comparative structuralism and the loosely coupled systems approach. This position emphasizes micropolitics as well as macroinstitutional analysis and incorporates the elements of structure, cognition, and action, thereby taking into account both structural constraints on individual actors within organizations and the actors' voluntarism. According to this perspective, educational organizations are conceived of as political systems within which participants are political actors with their own needs, objectives, and strategies. The primary arena of political conflict is the decision-making process; because the ability of the individual or group to have its interests represented is limited, coalitions emerge. Educational organizations are approached dialectically, through a historical perspective and in terms of the specificity and structure of the institutional system of which they are part. Two methodological implications are that the unit of analysis of educational organizations as political entities is the group, and that the case study and the large quantitative comparative study provide complementary information on which aspects of school districts are unique and which are quantitatively recurrent. (MJL)

ED 243 176 EA 016 653

Barachar, Samuel B. Mitchell, Stephen M.

The Generation of Practical Theory: Schools as Political Institutions.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Spons Agency—National Inst. of Education (ED), Washington, DC; Spencer Foundation, Chicago, Ill.

Pub Date—83

Grant—NIE-G-78-0080

Note—50p; In: *Consensus and Power in School Organizations*. Final Report (EA 016 651).

Pub Type—Opinion Papers (120) — Reports — General (140)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Administrative Organization, Decision Making, Educational Administration, Elementary Secondary Education, *Models, *Organization, Organizational Objectives, *Organizational Theories, *Politics of Education, Power Structure, Public Schools, *School Districts
Identifiers—Coalitions, Consensus, Loosely Coupled Systems, *Organizational Behavior, *Political Analysis

After criticizing the prevalent assumption of organizational theory that organizational behavior is based on common typological forms, this paper proposes a political analysis of schools as organizations as a practical theory general enough to be useful to practitioners. The first section reviews the basic elements of comparative structural analysis and demonstrates how these elements both inform and limit the study of school districts as organizations. The alternative "loosely coupled systems" approach is considered, and a political organizational framework for the study of schools is endorsed. The second section outlines the elements of a political analysis of school districts as organizations, identifying key actors in schools, specifying linkages between actors, and delineating the types of strategies and tactics used to advance various actors' interests. The final section discusses the implications of a political perspective for educational practitioners, particularly those involved in organizational design, offering examples of design alternatives that would assist in the achievement of consensus. (Author/MJL)

ED 243 177 EA 016 654

Mitchell, Stephen M. Barachar, Samuel B.

The Politics of School Board Turnover: An Exploratory Study.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Grant—1. E-G-78-0080

Note—24p; In: *Consensus and Power in School Organizations*. Final Report (EA 016 651).

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Administrative Organization, *Board

Administrator Relationship, Board of Education Policy, *Board of Education Role, *Boards of Education, Educational Administration, Factor Analysis, Labor Relations, *Occupational Mobility, Organizational Theories, *Politics of Education, Power Structure, Public Schools

Identifiers—Coalitions, New York, *Political Analysis

Because research on job characteristics as predictors of turnover is of debatable relevance to the study of school board turnover, the research reported here examines the impact of variables capable of capturing the political context. In a survey including data from 263 board members from 83 school districts in New York State, the dependent variable was turnover, measured by expressed intent not to run for another term of office. In the first stage of analysis, a large number of variables were correlated with the dependent variable. The 32 variables emerging as significant were carried to the second stage and subjected to a principal factoring with varimax rotation. True factor scales were then created for each of 11 factors that became the independent variables for the third stage of analysis. In this stage, the factor scales were regressed onto the dependent variable to identify seven primary predictors of school board turnover. Of the seven significant patterns of activity, administrative deprivation of influence, length of time on board, and agreement with current board predicted board turnover. Factors predicting running for reelection were favoring more union involvement, feeling that teachers had usurped authority over control issues, a pro-administration attitude, and miscellaneous items expressing agreement or discontent with different groups in the district. (MJL)

ED 243 178 EA 016 655

Barachar, Samuel B. Mitchell, Stephen M.

Old Wine in New Bottles: The Quality of Work Life in Schools and School Districts.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Grant—NIE-G-78-0080

Note—17p; In: *Consensus and Power in School Organizations*. Final Report (EA 016 651).

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Administrative Organization, Educational Administration, Elementary Secondary Education, Job Satisfaction, *Labor Relations, *Organizational Climate, *Organizational Development, Organizational Effectiveness, Organizational Theories, Productivity, Public Schools, *School Administration, School Districts, *School Personnel, Teaching Conditions, Work Environment

Identifiers—*Quality of Working Life

This essay reviews quality of work life as a management technique and argues that quality-of-work-life programs, conceptualized multidimensionally, offer a unique mechanism for improving working conditions in schools and within districts. A brief analysis of major management ideologies concludes that some techniques advocated under the label of quality of work life share the limitations of earlier theories, such as failing to consider a positive image of the worker as active and knowledgeable. Three quality-of-work-life themes—control, participation, and cooptation—are significant in school districts. Involving a reconceptualization of the fundamental elements of an organization, major aspects of a holistic approach to quality of work life are the integration of levels of analysis, the reduction of structure to action, the linkage of perception to behavior, and the interdependence and integration of actors in the organization. Broadly conceived, quality-of-work-life programs involve a process of diagnosis based on empirical data, intervention tailored to the specific needs of the organization, and evaluation. For further development of quality-of-work-life programs, issues including communication, supervision, role conflict, intergroup relations, physical work environment, participation, compensation, and career development should be considered in relation to various consequences of work itself, such as stress or job satisfaction. (MJL)

ED 243 179 EA 016 656

Barachar, Samuel B.

Organizational Analysis of Stress: The Case of Elementary and Secondary Schools.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Grant—NIE-G-78-0080

Note—52p; In: *Consensus and Power in School Organizations*. Final Report (EA 016 651).

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Elementary Schools, High Schools, Multiple Regression Analysis, *Organization, Organizational Theories, School Administration, *Stress Variables, Student Behavior, Student Teacher Ratio, Teacher Aides, Teacher Characteristics, Teacher Participation, *Teacher Response, Teacher Role, *Teachers, Teacher Supervision, *Teaching Conditions

Identifiers—New York, Quality of Working Life

Conceptualizing stress as an interaction of organizational or work characteristics (stress stimuli) and individual characteristics (stress resistance), this paper reports a study of teacher stress in 42 elementary school organizations and 45 secondary school organizations. Organizational stress is operationalized as the aggregate average response to a self-report inventory on the teachers' psychological and physiological states on the job. This analysis does not address the variance within an organization predicted by individual job characteristics and personality characteristics, but analyzes stress using organizational scores, emphasizing the shared variance in stress within organizations. Differences emerged between predictors of psychological and physiological stress and between predictors of stress for elementary and secondary teachers. Among significant independent variables were rationality of promotion process, student/teacher ratio, decisional deprivation, role ambiguity, teaching support ratio, supervisory behavior, and routinization. The importance of this type of analysis is concluded to lie in its implications for alleviating stress by altering organizational structures and work processes. (MJL)

ED 243 180 EA 016 657

Barachar, Samuel B. Mitchell, Stephen M.

Labor Relations in School Systems; Attitudes toward Teachers Unions across School District Hierarchies.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Grant—NIE-G-78-0080

Note—16p; In: *Consensus and Power in School Organizations*. Final Report (EA 016 651).

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, Administrator Role, Boards of Education, Collective Bargaining, Educational Administration, Elementary Secondary Education, *Labor Relations, Principals, *School Districts, Superintendents, Surveys, *Teacher Associations, *Teacher Attitudes, Teacher Employment Benefits, Union Members, *Unions

Identifiers—New York

This paper reports a survey of the attitudes of school personnel toward teacher unions and draws some implications concerning the dynamics of labor relations in school systems. Teachers, principals, superintendents, and school board members responded to questions on what areas unions should be involved in, degree of satisfaction with the local, and the state of labor management relations in the district. Teachers showed general satisfaction with their local and favored more union involvement in all areas addressed. Principals felt constrained by many work-related benefits teachers have obtained and saw the union as disrupting their ability to run their schools. Although superintendents were more strongly opposed to union involvement in work-related areas and more unsympathetic to economic demands than principals, they were very satisfied with the union and with labor relations because they perceived the unions as a medium for dealing with the entire staff. School boards regarded the unions as limiting their ability to develop policy and administer schools economically and wanted unions to decrease levels of involvement in all areas. Thus a graduated shift in attitudes is seen as one moves up the district hierarchy, with attitudes reflecting the degree to which the union has helped or hindered the respondent's job performance. (MJL)

ED 243 181 EA 016 658

Barachar, Samuel B. Mitchell, Stephen M.
Interpersonal versus Intergroup Behavior: The Social Psychology of Desired Union Involvement.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Grant—NIE-G-78-0080

Note—43p.; In: Consensus and Power in School Organizations. Final Report (EA 016 651).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior, Educational Administration, Elementary School Teachers, *Group Behavior, Labor Relations, Multiple Regression Analysis, Power Structure, Professional Autonomy, School Districts, Secondary School Teachers, Social Environment, *Social Psychology, Teacher Administrator Relationship, *Teacher Associations, Teacher Attitudes, *Teacher Behavior, Teacher Employment Benefits, Teacher Militancy, Teacher Participation, Teacher Promotion, Teacher Salaries, *Unions

Identifiers—New York

Emphasizing a distinction between interpersonal versus intergroup behavior, this paper investigates the impact of interpersonal and intergroup characteristics on the individual's decision to rely on collective action. Four dimensions of interpersonal versus intergroup behavior—social mobility versus social change, personal deprivation versus group deprivation, self-identity versus group identity, and variety versus uniformity of opinions—are presented as integral parts of the social psychological processes of categorization, identity, and comparison that underlie the individual's decision. Applied to survey data from 83 school districts in New York State, measures of these dimensions and of perceived legitimacy of power in the district are used to predict elementary and secondary teachers' desire to have the union become involved in compensation issues and issues of professional prerogative. Results of regression analyses show the importance of both interpersonal and intergroup factors, particularly deprivation and identity, in deciding to rely on group action. Differences in results between elementary and secondary school teachers, as well as between compensation issues and issues of professional prerogative, reinforce the validity of making these distinctions. Suggestions are made for the further development of the social psychology of interpersonal versus intergroup behavior. (Author/MJL)

ED 243 182 EA 016 659

Barachar, Samuel B. And Others

Strategic Choice and Collective Action: Organizational Determinants of Teachers Militancy.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Grant—NIE-G-78-0080

Note—47p.; In: Consensus and Power in School Organizations. Final Report (EA 016 651).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Schools, Group Behavior, Labor Relations, Multiple Regression Analysis, Organization, *Organizational Climate, Professional Autonomy, *Public School Teachers, School Administration, Secondary Schools, *Teacher Associations, Teacher Attitudes, *Teacher Behavior, Teacher Characteristics, Teacher Employment Benefits, *Teacher Militancy, Teacher Promotion, Teaching Load, Union Members, *Unions

Identifiers—New York

Conceptualizing militant behavior as a strategic choice involving collective action and occurring within a specific organizational context, this paper examines the impact of various organizational factors on elementary and secondary school teachers' willingness to engage in militant behavior. Teachers in 83 New York districts were surveyed as to the most severe measures they would approve of to influence the administration on four items of compensation and seven items of professional prerogative. Independent variables measured teachers' individual and positional attributes and organizational factors including rewards, bureaucratization, work demands, promotional structure, and union and pro-

fessional identity. The results of the analysis strongly support the study's approach. First, differences in predictors between militancy over compensation issues and militancy over issues of professional prerogative reinforce the strategic choice aspect. Second, the importance of the organizational context is accentuated by the fact that each of the organizational factors predicted militancy and that different predictors emerged at elementary and secondary levels. Finally, differences between elementary and secondary school staffs also underscore the notion of militancy as a form of collective behavior. (Author/MJL)

ED 243 183 EA 016 666

Schmitt, Marshall L. Rubak, Seymour S.

How to Prepare for a Joint Dissemination Review Panel Meeting.

Department of Education, Washington, DC.

Pub Date—Dec 83

Note—16p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, *Diffusion (Communication), Educational Resources, Elementary Secondary Education, Financial Support, Government School Relationship, Information Dissemination, Program Descriptions, Program Design, Program Development, Program Evaluation, *Program Implementation, *Program Validation

Identifiers—*Joint Dissemination Review Panel, *National Diffusion Network

This guide defines the objectives and procedures of the United States Department of Education's Joint Dissemination Review Panel (JDRP) and the National Diffusion Network (NDN). The authors discuss the JDRP's methods of identifying successful educational programs and informing other schools nationwide about them. The major questions asked about programs are covered here, as are the general procedures of considering the merits of programs submitted, including the clerical details of program submissions, activities during and after a JDRP review, and the handling of resubmitted proposals. A section of questions and answers addresses common concerns raised by program developers about the JDRP and the NDN (which provides funding for disseminating information about JDRP-approved programs). A brief annotated bibliography lists related publications, films, and videotapes. (JW)

ED 243 184 EA 016 674

Hartman, William T. And Others

Budget Allocation Patterns among School Districts of Varying Fiscal Constraint. [Final Report].

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 84

Note—71p.

Available from—Publications, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 (\$3.00 prepaid or purchase order).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accountability, Elementary Secondary Education, Expenditure Per Student, *Financial Problems, Input Output Analysis, *Program Budgeting, *Resource Allocation, *Retrenchment, *School District Spending, *School Support, School Surveys, Student Teacher Ratio

Identifiers—*Oregon

To investigate school districts' responses to fiscal constraint, this study examined the relationship between districts' expenditures per student and allocations of funds to instructional, support, and administrative costs. Budget allocations, as indicators of the districts' priorities, were compared for 1978-79 and 1981-82 in 46 Oregon school districts whose fiscal situations varied widely. The findings indicate that when fiscal constraint was greatest, priority was given to instruction over other budget categories, and to personnel over other objects of expenditure. As constraint diminished, larger shares of budgets were allocated to administration and to capital outlay. Surprisingly, however, the school districts in the sample generally did not experience fiscal constraint; none of them had actual budget reductions, and both total expenditures and expenditures per student grew substantially in real dollars despite Oregon's severe recession. Finally, although

the sample districts had reduced the number of teachers, they had increased their total instructional staffs and decreased the student/instructional personnel ratio by adding less expensive instructional aides. (Author/MCG)

ED 243 185 EA 016 677

Sirotnik, Ken And Others

Systemic Evaluation. Methodology.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 83

Grant—NIE-G-83-0001

Note—354p.

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Educational Development, Educational Environment, Elementary Secondary Education, *Evaluation, Evaluation Criteria, *Evaluation Utilization, Feedback, *Formative Evaluation, Information Processing, *Information Systems, Models, *Systems Analysis, Systems Development

Identifiers—Systematic Evaluation Project

This report begins with a summary of the implications of the Systemic Evaluation project as a whole, and then provides a framework for the commonplaces of schooling, along with an extensive sampler of the ways they can be used for building an information system. The first chapter presents some common conceptions of schooling that have typically guided school improvement efforts but that are insensitive to the dynamics of school change. These inadequate conceptions include input-output models, school effectiveness models, classroom learning models, and systems theory models. The second chapter accordingly presents an alternative conception that incorporates an ecological view of the dynamics of school change, recognizing the interdependence of circumstances and activities with the way people respond cognitively and affectively to the total setting. It suggests a school-focused inquiry process that is compatible with the concept of systemic evaluation. The third chapter reviews several orientations guiding the use of information systems currently in practice and examines them in light of the role of information in school improvement. Fourth, a systemic evaluation sampler is presented and discussed in terms of a framework for sorting out the content of schooling and procedural issues. The fifth chapter outlines the "humanization" of data, or the ways it can be analyzed, organized, and reported back to people for use at different levels. Appendices include (1) systemic evaluation questionnaires and data forms, (2) examples of feedback packages, and (3) school district summaries. (TE)

ED 243 186 EA 016 678

From Effectiveness to Excellence: State School Improvement Policies and Programs. Proceedings of a Seminar (Portland, Oregon, September 12-13, 1983).

Northwest Regional Educational Lab., Portland, OR. Goal Based Education Program.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—400-83-0005

Note—72p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Improvement, *Educational Policy, Elementary Secondary Education, Linking Agents, Politics of Education, Program Effectiveness, *Research Utilization, *State Departments of Education, *State Programs, *Statewide Planning

Identifiers—Northwest Regional Educational Laboratory

This report constitutes proceedings of a seminar held in Portland, Oregon (September 1983), by representatives of 15 state education agencies, conceived as a forum for exploring state-level policy and program options. Four topical areas were the subject of speaker presentations: "The Effective Schooling Research Base," by Ronald M. Smith (Northwest Regional Educational Laboratory (NWREL) Goal Based Education Program); "Making Improvements Work: Advice from Research on Change," by Dr. Pat Cox (The NETWORK, Inc.); "Moving Toward Excellence: Recommendations from Reports on Schooling," by Dr. Robert E. Blum

(NWREL Goal Based Education Program); and "Moving Toward Excellence: States Take Leadership," by Robert Van Slyke (Alaska Department of Education). Discussions were also held, focusing on specific questions and guided by a designated facilitator who recorded and reported key discussion results. These include: "The Research Base: Perspectives from the States" (applicability of research to school improvement efforts, laws, policies, and regulations at the state level); "School Improvement: Approaches and Policies"; "Moving Toward Excellence: Perspectives on Excellence" (how states are meeting the challenge of recommendations from national reports); "Moving Toward Excellence: Advice on Policy"; and "Moving Toward Excellence: Networking among States for School Improvement." In some cases, contradictory approaches to these issues emerged from the discussions; these are included to assure representation of all viewpoints. (TE)

ED 243 187 EA 016 679

Wholeben, Brent E. Sullivan, John M.
Multiple Alternatives Modeling in Determining Fiscal Roll-Backs during Educational Funding Crises. Interim Draft. Paper and Report Series No. 70.

Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 82
Contract—400-80-0105
Note—156p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Budgeting, *Educational Finance, Elementary Secondary Education, Evaluation Methods, Expenditures, *Finance Reform, *Financial Policy, Fiscal Capacity, *Mathematical Models, Multivariate Analysis, Resource Allocation, *Retrenchment, Schematic Studies, School Accounting

Identifiers—*Multiple Alternatives Analysis
This report provides an extensive discussion of the use of criterion referenced, mathematical modeling procedures to determine which budget reductions minimize reduction in the quality of educational programs. Part I, "Evaluation of Potential Budgeting Roll-backs under Educational Fiscal Crisis," explains the basic design of multiple alternatives analysis and the context for its use. Chapters include (1) philosophical foundation for fiscal modeling, (2) program budgeting for an allocation/deallocation fiscal strategy, (3) traditional modeling via cost analytical design, (4) operations research and the evaluation of feasible alternatives, and (5) simulation modeling within a criterion-impact design. Included also is a background to the field investigation and outline of the technical report. Part II, "Multiple Alternatives Analysis as a Mathematical Decisioning [sic] Model," provides the technical and mathematical details of the analysis, including both construction and validation. Part III, "Field Application of the Rollback Model," contains an extensive sampling of the use of these procedures in reducing a budget within a local school district, including chapters on (1) construction of the database, (2) initial T-normal transformations, (3) formulation of the rollback mathematical model, (4) search for regional feasibility as a benchmark, (5) cyclic optimization of the restricted model, (6) cyclic optimization of the relaxed model, and (7) comparison of the restricted and relaxed "decisioning" models. Part IV summarizes the Multiple Alternatives Model and assesses its future. (TE)

ED 243 188 EA 016 680

Wholeben, Brent E.
Multiple Alternatives for Educational Evaluation and Decision-Making. Interim Draft. Paper and Report Series No. 72.

Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.

Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—May 82
Contract—400-80-0105
Note—415p.

Pub Type—Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC17 Plus Postage.
Descriptors—*Budgeting, Computer Assisted Instruction, Computer Oriented Programs, Curriculum Development, *Educational Administration, Elementary Secondary Education, *Evaluation

Methods, *Mathematical Models, Methods Research, *Problem Solving, Retrenchment Identifiers—*Multiple Alternatives Analysis

This volume is an exposition of a mathematical modeling technique for use in the evaluation and solution of complex educational problems at all levels. It explores in detail the application of simple algebraic techniques to such issues as program reduction, fiscal rollbacks, and computer curriculum planning. Part I ("Introduction to the Modeling Formulation") discusses four stages of modeling development related to acceptance of a modeling formulation for decision-making, contextual assessment, planning for modeling development, and the specific design stage. These chapters use specific real-world problems to illustrate the purpose and application of the model. Part II ("Presentation of a Full Formulation"), also composed of four chapters, provides a detailed description of the multiple alternatives framework as a strategy for purchasing computer equipment. The chapters cover conceptualization, development of the framework, format for execution, and approaches to exploring results. Part III ("Example of a Complete Quantitative Solution") is a single chapter focusing on implementation of the model for determining fiscal rollbacks and program terminations during a crisis. Part IV consists of two chapters focusing on current extensions under research and development and a summary touching on related topics. Three appendixes provide a course outline and syllabus for Multiple Alternatives Analysis instruction and an outline for a field project proposal. (TE)

ED 243 189 EA 016 681

Effective Schools Resources.
Illinois State Board of Education, Springfield.
Pub Date—Jan 84
Note—69p.

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, Educational Assessment, Educational Quality, Elementary Secondary Education, *Institutional Characteristics, *Literature Reviews, Reference Materials, Research Reports, Resource Materials, School Administration, School Districts, *School Effectiveness

Identifiers—*ERIC, Illinois
This practical reference guide to selected resources may assist local school districts in learning about and applying effective schooling practices; the guide has special usefulness to Illinois readers. With an emphasis on finding characteristics of effective schools, the booklet has sections devoted to the following: (1) computer search printouts of Educational Resources Information Center (ERIC) abstracts of related documents and journal articles; (2) copies of an ERIC Clearinghouse on Educational Management research article, "Schools and Their Principals—Do Make a Difference," and a "The Best of ERIC on Educational Management" newsletter which presents annotations of 11 documents on school effectiveness; (3) diagrams and tables summarizing the findings of numerous effective schools studies; (4) a selective listing of characteristics of effective schools compiled by the authors from a variety of sources including brochures, case studies, and research studies; and (5) instructions for obtaining the information from the indicated sources, including an ERIC documents order form, a listing of Illinois ERIC locations, and notes on how to read and use an ERIC abstract entry. (DCS)

ED 243 190 EA 016 682

Smith, Louis M. And Others
Innovation and Change in American Education. Kensington Revisited: A Fifteen Year Follow-Up of an Innovative Elementary School and Its Faculty. Volume I—Chronicle the Milford School District: An Historical Context of the Kensington School. Final Report.

Washington Univ., St. Louis, Mo. Graduate Inst. of Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jan 83
Grant—NIE-G78-0074

Note—331p.; For other volumes in this set, see EA 016 683-687. For previous related documents, see ED 225 228-231.

Pub Type—Historical Materials (060) — Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Administrator Role, Case Studies,

*Educational Change, *Educational Environment, *Educational History, *Educational Innovation, Elementary Secondary Education, *Longitudinal Studies, School Administration, School Community Relationship, *School Districts, Superintendents

This first volume of a six-volume study details the historical context of a particular school district (code-named "Milford") in order to examine the genesis and evolution of American education. The study's key research documents were the district school board's official minutes; additional modes of inquiry included participant observation, interviews, newsletters, and newspaper accounts. Following a brief historical overview in chapter 1, chapter 2 traces the district's origins through the tenures of its first two superintendents. Chapter 3, "The Genesis and Evolution of a School District: Preliminary Generalization," gives attention to such community items as county and state government agencies, elections, and population growth. The chapter also covers organizational structures and process, including sections on the school board, finances, and the role of the superintendent; and classrooms, curriculum, and teaching. Chapters 4, 5, and 6 cover, respectively, "The Early McBride Era" (1935-49), "The Modernization of Milford, 1949-52," and "The Decade of Rapid Growth and Expansion: 1952-61." Following chapter 7 entitled "The Tangle of Administrative Succession" and other issues from the years 1961-62, chapter 8 offers a summary, conclusions, and implications in the following areas: democracy in educational schooling, policy-making and administration, and longitudinal systems for examining innovation and change. In order to protect the anonymity of the school district studied in such detail, pseudonyms have been used for all place names (school, school district, city, county, state) and personal names (school superintendents, school board members, teachers, students) appearing in the various volumes of this set. (JBM)

ED 243 191 EA 016 683

Smith, Louis M. And Others
Innovation and Change in American Education. Kensington Revisited: A Fifteen Year Follow-Up of an Innovative Elementary School and Its Faculty. Volume II—Milford's Recent History: The School District as Contemporary Context of the Kensington School. Final Report.

Washington Univ., St. Louis, Mo. Graduate Inst. of Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 83
Grant—NIE-G78-0074
Note—307p.; For other volumes in this set, see EA 016 683-687. For previous related documents, see ED 225 228-231.

Pub Type—Historical Materials (060) — Reports - Research (143)

EDRS Price - MF02/PC21 Plus Postage.
Descriptors—Administrator Role, Case Studies, Demonstration Programs, *Educational Change, Educational Environment, *Educational History, *Educational Innovation, Elementary Secondary Education, *Longitudinal Studies, School Community Relationship, *School Districts, Superintendents

This second volume of a six-volume study updates and concludes the description of the historical development of a school district code-named "Milford," presented in volume I. Board minutes remain the primary source of data with increasing amounts of information from public documents, interviews, and observation of meetings. Following a brief introduction, chapter 2 entitled "The Tangle of Administrative Succession" in the Milford School District in 1961-62, describes the year the authors call "perhaps the most significant in the district's history." Chapters 3 and 4 focus on the tenure of "Steven Spanman" as district superintendent (1962-66). Chapter 5 details the initiation during Spanman's tenure of the innovative elementary school code-named "Kensington." Chapters 6 and 7 describe the era of superintendent "Ron George" from the beginning (1966-68) of his tenure through the "quiet" middle years (1968-74). In chapters 8 and 9, the authors examine the year retrenchment began (1974-75) and the "final chapter" in George's tenure and Milford's history (1975-80). Chapters 10 and 11, the concluding chapters, offer interpretive comments, "metatheoretical" observations, a "systemic perspective" on innovation and change, an outline of "emerging and necessary substantive con-

cepts," and a general conclusion of "ways of schooling and living." In order to protect the anonymity of the school district studied in such detail, pseudonyms have been used for all place names (school, school district, city, county, state) and personal names (school superintendents, school board members, teachers, students) appearing in the various volumes of this set. (JMB)

ED 243 192

EA 016 684

Prunty, John J. And Others

Innovation and Change in American Education. Kensington Revisited: A Fifteen Year Follow-Up of an Innovative Elementary School and Its Faculty. Volume III—Community and School: Patterns of Development and Annals of Change. Final Report.

Washington Univ., St. Louis, Mo. Graduate Inst. of Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 83

Grant—NIE-G78-0074

Note—418p.; For other volumes in this set, see EA 016 683-687. For previous related documents, see ED 225 228-231.

Pub Type—Historical Materials (060) — Reports - Research (143)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Case Studies, *Community Development, *Cultural Context, *Educational Environment, Educational History, Elementary Secondary Education, *Local History, *Longitudinal Studies, Modernization, *School Districts, Social Change, Social Environment, Social History, United States History

This third volume of a six-volume study of a school district code-named "Milford" shifts attention to the Kensington School itself. To explain the "profound changes" this "once innovative school" went through, the authors begin with such wider topics as demography, neighborhoods, and political jurisdiction. Chapter 1 traces Milford's "Native American Heritage," from the prehistoric period through the "infiltration" of white explorers, missionaries, and traders. The portrait of Milford's first settlers in chapter 2 focuses on one "Elias Chester" and slavery on the Chester estate. In chapter 3, the authors describe Milford's development from 1845 to 1865 and on through the post-Civil War period of the Reconstruction. Following chapter 4's depiction of "The Twilight of Pastoral Milford" from 1879 to 1902 and the beginnings of modern Milford brought about by the first wave of suburbanization, chapter 5 covers Milford's "Bust to Boom" years. Chapter 6, "The Transformation of Milford," is divided into the "innovative" years (1964-65), the "golden" years (1965-72), and "Changing Neighborhoods and Changing Schools: 1973 to 1980." The study concludes with an epilogue. In order to protect the anonymity of the school district studied in such detail, pseudonyms have been used for all place names (school, school district, city, county, state) and personal names (school superintendents, school board members, teachers, students) appearing in the various volumes of this set. (JMB)

ED 243 193

EA 016 685

Dwyer, David C. And Others

Innovation and Change in American Education. Kensington Revisited: A Fifteen Year Follow-Up of an Innovative Elementary School and Its Faculty. Volume IV—The Kensington School Today: Sailing Stormy Straits, A View of Educational Policy. Final Report.

Washington Univ., St. Louis, Mo. Graduate Inst. of Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 83

Grant—NIE-G78-0074

Note—213p.; For other volumes in this set, see EA 016 683-687. For previous related documents, see ED 225 228-231.

Pub Type—Reports - Research (143) — Historical Materials (060)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Administrator Role, Case Studies, Class Activities, *Classroom Environment, Cultural Context, Curriculum, Demonstration Programs, *Educational Anthropology, *Educational Environment, *Educational Innovation, *Educational Policy, Educational Research, Elementary Education, *Elementary Schools, Ethnography, Government School Relationship, Instruction, Longitudinal Studies, Principals

This fourth volume of a six-volume study of a school district code-named "Milford" provides an ethnographic account of Kensington School today. Tracing the school's development through the 1979-80 school year, the study's central metaphor is of a ship on a perilous journey. Chapter 1 describes the school's opening day and "Crosscurrents in Kensington's Course." Chapter 2 explores Kensington's "turbulent environment" at the federal, state, and local levels. Chapter 3's exposition of "The Views from the Principal's Office" examines the tenure of four successive principals. Chapter 4 focuses on Kensington staff and on pedagogy in Kensington's classrooms, including sections on instructional goals and objectives, curriculum and instruction, instructional styles and methods, and instructional control. In chapter 5, "Between the Lines: An Emerging Concept of Organizational Identity," the authors look closely at Kensington's building, its past, staff, instructional program, and facades and realities. The final chapter, "Implications for Thought and Practice," discusses longitudinal nested systems and educational policy perspectives and offers a summary and conclusions. In order to protect the anonymity of the school district studied in such detail, pseudonyms have been used for all place names (school, school district, city, county, state) and personal names (school superintendents, school board members, teachers, students) appearing in the various volumes of this set. (JMB)

ED 243 194

EA 016 686

Smith, Louis M. Klein, Paul F.

Innovation and Change in American Education. Kensington Revisited: A Fifteen Year Follow-Up of an Innovative Elementary School and Its Faculty. Volume V—Educational Innovators Then and Now: The Original Faculty of the Kensington Elementary School. Final Report.

Washington Univ., St. Louis, Mo. Graduate Inst. of Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 83

Grant—NIE-G78-0074

Note—530p.; For other volumes in this set, see EA 016 683-687. For previous related documents, see ED 225 228-231.

Pub Type—Reports - Research (143) — Historical Materials (060)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors—Beliefs, Biographies, Career Development, *Case Studies, Educational Change, Educational Environment, Educational History, *Educational Innovation, Elementary Education, *Faculty Development, *Individual Development, *Longitudinal Studies, *Organizational Development, Research Methodology

This fifth volume of a six-volume study of a school district code-named "Milford" sketches life histories and careers of the school's original faculty some 15 years after the school was founded. Section I outlines the study's problems and procedures; describes the faculty as a group of true believers initially characterized by humor, inexperience, creativity, and intelligence; and briefly considers the study's methodology and sources, which included open-ended interviews and various writings. Composed of five major subsections devoted to interpretive life history themes, section II discusses recurring themes and patterns in the educational careers of administrators and male and female teachers; examines connections between life histories and careers, and careers and belief systems; and details the "natural history" of belief systems (involving, for example, the perception of educational reform as a kind of secular religion and the maintenance of educational ideology). The final section offers summary discussions on the value of research as an innovative educational activity, unresolved issues in educational innovation, and the concept of success in the context of the Kensington experience. In order to protect the anonymity of the school district studied in such detail, pseudonyms have been used for all place names (school, school district, city, county, state) and personal names (school superintendents, school board members, teachers, students) appearing in the various volumes of this set. (JMB)

ED 243 195

EA 016 687

Smith, Louis M. And Others

Innovation and Change in American Education. Kensington Revisited: A Fifteen Year Follow-Up of an Innovative Elementary School and Its

Faculty. Volume VI—Case Study Research Methodology: The Intersection of Participant Observation, Historical Methods and Life History Research. Final Report.

Washington Univ., St. Louis, Mo. Graduate Inst. of Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 83

Grant—NIE-G78-0074

Note—370p.; For other volumes in this set, see EA 016 683-687. For previous related documents, see ED 225 228-231.

Pub Type—Reports - Research (143) — Historical Materials (060)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Biographies, Case Records, Case Studies, Cognitive Processes, *Educational Anthropology, Educational Change, Educational History, Educational Innovation, Educational Research, Elementary Schools, Elementary Secondary Education, *Ethnography, Longitudinal Studies, Profiles, *Research Design, *Research Methodology, *Research Problems, Social History, Social Science Research

This final volume of a six-volume study of an elementary school called "Kensington" in a school district code-named "Milford," examines its own assumptions and procedures. After the brief, introductory chapter, which presents the methodological appendices of the preceding volumes as a serial, chapter 2 discusses exploratory and final proposals for the study and its followup relation to an early study ("Middletown in Transition"). Chapter 3, "Ethnography as an Intellectual Process," examines the study's evolving logic; accidents, anomalies, and serendipity; the observer's role; and archival case records. Chapter 4 expands the third chapter's focus on ethnography to include separate sections on "Ethnography," "Ethnography and Historical Method," and "Educational Innovation and Life History." This final volume concludes with a chapter on "Paradigms in Debate." In order to protect the anonymity of the school district studied in such detail, pseudonyms have been used for all place names (school, school district, city, county, state) and personal names (school superintendents, school board members, teachers, students) appearing in the various volumes of this set. (JMB)

ED 243 196

EA 016 688

Streich, William H.

The Anthropological Field Method of Classroom Observation and Teacher Evaluation.

Pub Date—12 Mar 84

Note—18p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Observation Techniques, Data Collection, *Educational Anthropology, Elementary Secondary Education, *Evaluation Methods, Evaluation Utilization, Helping Relationship, Inservice Teacher Education, Instructional Improvement, *Organizational Development, Organizational Objectives, Organizational Theories, Sociometric Techniques, Teacher Administrator Relationship, *Teacher Effectiveness, *Teacher Evaluation, Teacher Supervision

Identifiers—Clinical Supervision, *Participant Observation

While most theories of educational administration hold that organizations work best when they mediate between organizational goals and individual needs, the two major observational methods of teacher evaluation emphasize respectively one or the other. The checklist or rating sheet method evaluates teachers against a uniform set of criteria, whereas clinical supervision focuses on the supervisor-teacher relationship. The anthropological field method, however, encompasses both of these dimensions, allowing insight into highly complex educational phenomena. This method is conducted in three stages, as follows: (1) the supervisor unobtrusively observes characteristics of the classroom setting and of the behaviors of teacher and students; (2) the supervisor then formulates, and verifies through further observation, propositions ("statements of relationship between two or more variables") regarding classroom behavior patterns; and (3) the supervisor holds a conference(s) with the teacher to evaluate the latter's performance and design an in-service training course based on the aforementioned propositions. Gaining a comprehensive view of classroom life, the supervisor can thus reconcile organizational goals with individual needs to improve

teacher performance. (MCG)

ED 243 197

EA 016 689

Kutner, Mark A. And Others

Federal Education Policies and Programs: Inter-governmental Issues in Their Design, Operation, and Effects. Volume 3: Congressionally Mandated Study of School Finance. A Final Report to Congress from the Secretary of Education.

Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 84

Note—96p.; For related documents, see ED 229 884, ED 232 317, and EA 016 598.

Pub Type—Reports - Evaluative (142) — Legal/Legislative/Regulatory Materials (090) — Historical Materials (060)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Educational Legislation, Educational Policy, Elementary Secondary Education, *Federal Programs, Federal Regulation, *Federal State Relationship, *Government School Relationship, Politics of Education, State Agencies, *State Federal Aid, State School District Relationship

Identifiers—Education Consolidation and Improvement Act 1981, Education for All Handicapped Children Act, Elementary Secondary Education Act Title VII, Vocational Education Act 1963

In response to a 1978 mandate, this concluding volume of the School Finance Project's final report concentrates on the broader intergovernmental issues relating to the design and transmission of federal policies and programs, and on the effects of federal activities on state and local education agencies and on schools. The specific Department of Education activities on which the report focuses are the Education Consolidation and Improvement Act (ECIA) (Chapters 1 and 2); the Education for All Handicapped Children Act; the Bilingual Education Act (ESEA, Title VII); the Vocational Education Act of 1963 (as amended); and civil rights statutes. After a brief introduction, chapter 2 traces the development of federal education activities and the changed focus of federal involvement following passage of the Elementary and Secondary Education Act (ESEA). Chapter 3 examines design features of federal education policies and programs, specifically the transmission of federal intent to states and localities through the concept of "signals" (i.e., formal legal framework, legislative history, administrative decisions, and congressional review). The combination of program signals is presented for each of the major federal policies and programs. Chapter 4 examines implementation, focusing on how state and local officials shape federally funded services. Chapter 5 identifies the effect of federal involvement on state education agency capacity and functions, local education agency organization and administration, and school staffing and instructional services. An executive summary of the findings is provided, along with four appendices giving (1) a breakdown of participating states; (2) a history of individual programs; (3) a list of antecedent programs consolidated under ECIA Chapter 2; and (4) an explanation of legal provisions. (TE)

ED 243 198

EA 016 693

Moore, Richard W.

Master Teachers. Fastback 201.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Spons Agency—Phi Delta Kappa, Columbus, Ohio. Report No.—ISBN-0-87367-201-1

Pub Date—84

Note—39p.

Available from—Publications, Phi Delta Kappa, Eighth Street and Union Avenue, Box 789, Bloomington, IN 47402 (\$7.5; quantity discounts).

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Differentiated Staffs, Educational Planning, Educational Policy, Elementary Secondary Education, *Master Teachers, Merit Pay, *Merit Rating, Personnel Policy, Politics of Education, Premium Pay, *Recognition (Achievement), Salaries, Teacher Effectiveness, *Teacher Evaluation, *Teacher Promotion, Teacher Qualifications, Tenure, Trend Analysis

A nationwide interest in master-teacher plans has arisen as a response to the general malaise in education, but the viability of such plans depends on finding answers to certain crucial problems. Some basic issues must be addressed before master teachers can even be identified: whether a hierarchy of teachers

should be established, or prior conditions be met for appointing master teachers, or a maximum number of master teachers per district be set. Master teachers have generally been recognized through their superior knowledge of the subject, as well as for their teaching skills and ability to command respect. Tests can accurately determine a teacher's knowledge of the subject area; teaching skills may be measured against predetermined school objectives, with professional teams judging teachers' performance; ability to work with others (command respect) can be gauged by a comprehensive file on teachers. The much-discussed criterion of producing demonstrable results in students is difficult to measure with public school populations, and so should be suspended until it can be more accurately and fairly measured. Once master teachers are identified, local districts must consider contract provisions for special roles in school programs and special compensation. Moreover, school districts must cooperate with government and university in funding and training for master-teacher plans. (JW)

ED 243 199

EA 016 694

Johnson, Susan Moore

Pros and Cons of Merit Pay. Fastback 203.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-203-8

Pub Date—84

Note—43p.; Publication sponsored by the Wayne State Univ. Chapter of Phi Delta Kappa.

Available from—Publications, Phi Delta Kappa, Eighth Street and Union Avenue, Box 789, Bloomington, IN 47402 (\$7.5; quantity discounts).

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Differentiated Staffs, Educational Policy, Elementary Secondary Education, Government School Relationship, Incentives, Master Teachers, *Merit Pay, *Merit Rating, Personnel Policy, Politics of Education, Premium Pay, School Based Management, Teacher Effectiveness, *Teacher Promotion, Teacher Qualifications, Trend Analysis

This booklet examines the premises, practicalities, history, and politics of merit pay for teachers. A discussion of the current context of the merit-pay debate focuses on the claims made for merit-pay programs and the assumptions behind the proposals. Following an analysis of similarities and contrasts among merit-pay plans, the author gives special consideration to the issues in selecting outstanding teachers: performance criteria, quotas per district, temporary or permanent awards, and the problems of evaluation. With the history of merit-pay debate as a background, arguments for and against the concept are then summarized. Since arguments for merit pay are often drawn from the analogy with business, a review of the use of merit pay in business and government concentrates on the government's degree of success in adapting merit-pay principles to the public sector. The characteristics of a school are then compared to those of businesses, where merit pay has been successful. Finally, the author projects the political prospects of merit pay and assesses its worth in school reform. (JW)

ED 243 200

EA 016 695

Tkach, Nicholas

Alberta Catholic Schools...A Social History.

Alberta Univ., Edmonton. Faculty of Education.

Report No.—ISBN-0-88864-944-4

Pub Date—83

Note—397p.

Available from—Publication Services, 4-116 Education North, University of Alberta, Edmonton, Alberta, T6G 2G5 Canada (\$12.50 Canadian; quantity discounts).

Pub Type—Books (010) — Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Catholic Educators, *Catholic Schools, Curriculum, *Educational History, Elementary Secondary Education, Foreign Countries, Nuns, Priests, Private Education, *Public Schools, Religious Education, *Social History, *Social Influences, Sociocultural Patterns, Socioeconomic Influences, Values

Identifiers—*Alberta, Alberta Catholic Education Association, Alberta Catholic School Trustees Association, Canada

The purposes of this book are to trace the influence of major social forces on the Alberta, Canada,

public and Catholic school systems and to detail the evolution of these two systems. Beginning with a review of "The First People" of the Northwest Territories, chapter I examines political, economic, and sociocultural developments and their impact on education up to 1905; chapters II and III profile, respectively, the most prominent missionaries and the two principal orders of nuns active in the area during this early period. In chapter IV, the author traces the impact of social forces on education from 1905 to 1912. Following chapter V's exposition of major social forces in Alberta from 1912 to 1936, chapter VI details the impact of these developments on public and Catholic education during the same period. Chapter VII covers sociocultural factors and their implications for the period extending from 1936 to 1957. After a discussion in chapter VIII of the Alberta Catholic Education Association, chapter IX focuses on the period from 1957 to 1971 and its curriculum shift to "values education." The final chapter's description of the Alberta Catholic School Trustees' Association extends the study beyond 1971. The book concludes with an epilogue and a set of references. (JBM)

ED 243 201

EA 016 696

Salary Report #2: Principals and Assistant Principals.

National Association of Secondary School Principals, Reston, Va.

Pub Date—Apr 84

Note—9p.; For Salary Report #1, see ED 242 107.

Available from—Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$1.00; orders of \$10.00 or less must be prepaid).

Journal Cit—Administrative Information Report; Apr 1984

Pub Type—Collected Works - Serials (022) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Assistant Principals, Elementary Secondary Education, Expenditure Per Student, Geographic Regions, *Principals, *Salary Wage Differentials, School District Size, School Surveys

Identifiers—*Educational Research Service

This report contains current figures, obtained from Educational Research Service, Inc., on salaries paid to principals and assistant principals in 1,217 school districts nationwide. Four sections of tables are presented: 1983-84 data organized by school district enrollment, per pupil expenditure, and geographic region; and trend analysis comparing 1982-83 and 1983-84 data. Sections I and II summarize means, medians, and ranges of minimum and maximum paid salaries, first for principals and then for assistant principals, broken down by educational level; section I tabulates these data in four ranges of school district enrollment; section II, in five ranges of per pupil expenditure. Section III analyzes trends in principals' and assistant principals' mean paid salaries—broken down by district enrollment and educational level—giving percentage increases for 1983-84 over 1982-83. Section IV compares average daily rates for both positions in eight geographic regions, broken down by educational level. (MCG)

ED 243 202

EA 016 697

Norman, O. Gene, Comp.

School Law: A Selected Bibliography to Resources. Revised.

Indiana State Univ., Terre Haute. Library.

Pub Date—Mar 84

Note—21p.

Pub Type—Reference Materials - Bibliographies (131) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Court Litigation, Databases, *Educational Legislation, Legal Education, Libraries, *Research Tools, *Resource Materials, *School Law

Identifiers—Indiana State University, *Legal Research

This annotated bibliography includes both general resources in legal research and works specifically addressing school law. A total of 103 items are cited under the following categories: guides to legal research; indexes; dictionaries, encyclopedias, directories, and handbooks; American Digest system; federal statutes, reports, and rules and regulations; state statutes, reports, and rules and regulations; National Reporter system; Shepard's Citations; periodicals and yearbooks; and online databases.

Guides to selected legal abbreviations and to location in the Indiana State University Library are appended. Call numbers are provided for all citations, and documents especially useful for classes in school law are asterisked. (MJL)

ED 243 203

EA 016 698

Moss, Berk

Notes on Cheating for the Busy Classroom

Teacher.

Pub Date—7 Mar 84

Note—12p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cheating, *Discipline Policy, Discipline Problems, High Schools, Parent Responsibility, *Plagiarism, School Administration, *Student Behavior, Surveys, *Teacher Response

Identifiers—Oregon (Beaverton)
Originally presented to a high school faculty surveyed on student cheating, this paper serves as a teachers' guide to preventing cheating and dealing with cheating incidents. An introduction cites figures indicating that cheating is widespread and urges teachers to impress upon students the seriousness and offensiveness of cheating. The first part of the paper offers suggestions for the prevention of cheating on tests and assignments, recommending that teachers (1) tell students what constitutes cheating and what consequences are possible; (2) monitor test materials, classroom environment, and patterns of student behavior; and (3) structure assignments so as to discourage cheating. The remainder of the paper addresses responses to cheating. After a working definition of the serious cheating incident, advice is given on how to confront a student suspected of cheating and how to contact parents of students who have cheated. Teacher guidelines for selecting a response to cheating and a list of alternative responses conclude the paper. (MJL)

ED 243 204

EA 016 699

Salmon-Cox, Leslie

Institutionalized Knowledge Production for Education.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—LRDC-1984/2

Pub Date—84

Note—39p.; Reprinted from B. Holzner, Ed., and J. Nehnevazsa, Ed., "Organizing for Social Research" (Cambridge, MA: Schenkman, 1982).

Pub Type—Historical Materials (060) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational History, *Educational Research, Elementary Secondary Education, Federal Government, Federal Legislation, *Federal Programs, *Government Role, *Government School Relationship, *Information Dissemination, Politics of Education, *Research and Development Centers, Research Utilization

Identifiers—Department of Education, National Institute of Education

Federally funded educational knowledge production is a recent phenomenon, having expanded exponentially during the 1960's and 1970's. Accordingly, in response to current public scrutiny of the use of federal funds and of education itself, a historical review and assessment of the role of the federal government in relation to educational knowledge producing organizations is presented. After an overview of the immediate origins of the present proliferation of federally funded agencies in the 1960's and the assumptions behind that expansion, a historical background is provided, tracing earlier initiatives and the federal government's past connections to education. Topics include the original Bureau of Education (est. 1867); the intellectual origins of educational knowledge production (1900-1945); the Eight Year Study, a pioneer government-sponsored research and followup study of curriculum reform (1932-40); the evolution of the Bureau, Office, and finally the Department of Education; the emphasis on science in the 1950's; the "bureaucratic-professional complex"; an overview of the rapid proliferation of federally sponsored educational research and development from 1964-79; and the formation and purpose of the National Institute of Education. The review concludes with recommendations for clearer understanding and greater coordination of educational knowledge production. (TE)

ED 243 205

EA 016 700

Maloy, Robert W. Seldin, Clement A.

Dimensions of School and Classroom Climate: A Comparison of Teacher, Student and Parent Attitudes in One Massachusetts Community.

Pub Date—Apr 83

Note—12p.; Paper presented at the Annual Meeting of the New England Educational Research Association (Rockport, ME, April 27-29, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, Beliefs, Comparative Analysis, *Educational Environment, *Parent Attitudes, *School Effectiveness, Secondary Education, *Student Attitudes, Surveys, *Teacher Attitudes

Identifiers—Greenfield Public Schools MA

A comparison is presented of how teachers, students, and parents perceive the climate of the secondary schools in Greenfield, Massachusetts, as measured by responses to eight selected value statements about the purposes of the school. Agreement among teachers, students, and parents indicates a school climate of collaboration, while disagreement denotes alternative, potentially conflicting beliefs producing a school climate of contention. The data suggest that Greenfield students are more confident than their parents or teachers about the ability of the school to prepare them for later life. According to the students, whatever purposes parents and teachers think should be emphasized are being emphasized. By contrast, parents and teachers identified considerable differences between what they wish to emphasize and what they believe is being emphasized. These results suggest that the differences in teacher, parent, and student perceptions about the purposes of the school will have important implications for the question of school effectiveness in Greenfield. (TE)

ED 243 206

EA 016 701

Ortiz, Flora Ida

The Cultural Context of Administration.

Pub Date—23 Apr 84

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administration, Comparative Analysis, Cross Cultural Studies, *Cultural Context, *Cultural Differences, *Cultural Influences, Cultural Interrelationships, Cultural Traits, Developed Nations, Developing Nations, Educational Administration, International Educational Exchange, International Relations, Social Characteristics, *Social Values

Identifiers—*Latin America, *United States

To explicate the relevance of cultural context to educational administration practices, this paper contrasts United States cultural attitudes and administrative practices with those of Latin America. Drawing on Leslie A. White's definition of culture, the author presents the Weberian model of administration as exemplary for the United States, reproduces M. K. Whyte's outline of contrasts and similarities between Western and Maoist conceptions of organizations, and contrasts the United States' high status, dependent perspective with the low status, dependent perspective of Latin America. Subsequent sections compare the cultural context of administration in Latin American countries to flea markets, which appear and disappear in random or loosely structured patterns, have varied lifespans, and emphasize interpersonal transactions over efficiency. Latin Americans, the author claims, value planning, organizing time, and workflow charts less highly than interpersonal relationships. The author concludes by arguing that as United States consultants decrease their personal interactions with Latin Americans they will be expected to provide "bargains" in the form of increased allocations of material goods that run contrary to the intent of self-help programs. (JBM)

ED 243 207

EA 016 702

Hendrix, Vernon L. Soderberg, Charles H.

State Centralization and Equal Access to Educational Opportunity.

Pub Date—Apr 84

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

ciation (New Orleans, LA, April 23-27, 1984).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Centralization, Educational Finance, *Educational Opportunities, Equal Education, Equalization Aid, Finance Reform, Financial Support, Hypothesis Testing, Property Taxes, Regression (Statistics), School Funds, School Taxes, *State Aid, State Legislation, *State School District Relationship, *Statistical Analysis, Tables (Data)

Identifiers—*Minnesota

This study's purpose was to explore the premise that increasing state support for elementary/secondary schools increases equal student access to educational opportunity. Following a brief overview of the background of the problem, including a description of the so-called "Minnesota Miracle" or Omnibus Tax Law of 1971 with its provisions for property tax relief and increased state educational aid, the authors further define the question under investigation and describe the study's limitations. The next section summarizes the design of the study in terms of population and sampling, sources of data, and treatment of data. Having drawn 10 random samples of independent Minnesota school districts for each year from 1969-70 to 1977-78 in order to monitor the impact of the 1970-71 Minnesota school finance reform, the authors collected and analyzed data descriptive of the service capability of three program aggregates (kindergarten, grades 1-6, and grades 7-12), and five subject areas (English, mathematics, foreign language, natural science, and social science). Results, as indicated in five tables, generally support the hypothesis that an increased percent of the state share of funding increases equal access to educational opportunity. (JBM)

ED 243 208

EA 016 703

Owens, Robert G.

American High School: Characteristics of Organization and Culture and Their Impact on the Exercise of Leadership by the Principal.

Pub Date—24 Apr 84

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Anthropology, Educational Research, Ethnography, Field Studies, *High Schools, *Leadership, Leadership Styles, *Organizational Theories, *Principals, Research Methodology, Secondary Education, *Suburban Schools

This report is drawn from an ethnographic study still in progress of the principalship of a comprehensive public senior high school in a suburban community. Following a discussion of the paucity of research offering good descriptions of what principals actually do as opposed to what they should do, the study methodology is outlined, including criteria for school and principal selection and procedures for data collection and data analysis. Next, in the section on the study's findings, the school where the study is being conducted and the dominant concerns of the principal are described. After characterizing the school and its principal as seen by the community generally, a description of the principal's daily activities, based on extensive observation, are offered. The next two sections discuss how the principal ensures a high level of control and coordination both directly and indirectly, using self-created mechanisms of control together with other control mechanisms dictated by outside authorities. Concluding with a discussion of contemporary organizational theory, the paper argues that the senior high school in question is not well described as either anarchic or "loosely coupled," but rather should be seen as a complex hierarchical system. (JBM)

ED 243 209

EA 016 704

Dumaresq, Richard R. Blust, Ross S.

School Climate Renewal: A Longitudinal Study of Planned Change Strategies.

Pennsylvania State Dept. of Education, Harrisburg.

Div. of Educational Testing and Evaluation.

Pub Date—Apr 84

Note—92p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Attitudes, Case Studies, Decision Making Skills, *Educational Environment, Educational Planning, Elementary Secondary Education, Leadership Training, Longitudinal Studies, Models, *Organizational Climate, *Organizational Development, Organizational Effectiveness, Problem Solving, *School Organization, Student Attitudes, Teacher Attitudes, Work Environment

Examining the effectiveness of an organizational development plan, this study notes the changes in school climate in two Pennsylvania schools—a junior high and a middle school. Having selected the schools for their troubled educational environments, the authors gathered data for 2 years from interviews with students and staff, from a formal assessment and school climate profile, and from such documented evidence of school climate as achievement scores, behavioral records, and attendance data. Three questions were asked of the organization and climate of each school: Will organizational change processes improve overall school climate? Do schools that change organizational processes improve achievement, attendance, behavior, and morale of students? What are the strengths and limitations of the planned change model being tested? The planned change model given to administrators at the two schools taught skills in leadership, problem-solving and decision-making. Following general conclusions, the appendix contains the instruments used in data collection. (JW)

ED 243 210 EA 016 705

Carrington, Andrew T. And Others

Comprehensive Curriculum Planning: Local Initiative. [Summary].

Virginia Beach City Public Schools, Va.

Pub Date—Apr 84

Note—16p.; For complete Task Force Report, see ED 239 746.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, *Curriculum Evaluation, Data Collection, Elementary Secondary Education, *Program Effectiveness, *Research Design, *Research Projects

Identifiers—Virginia Beach Schools VA
The Curriculum Assessment and Development Project in the Virginia Beach (Virginia) Public Schools is summarized. It was a comprehensive study involving students, parents, teachers, and administrators in considering two key curricular questions: "What kind of person do we want to produce?" and "What knowledge is of most worth?" The project, which resulted in the creation of the Curriculum Assessment and Development Task Force, consisted of five stages: (1) gathering data within the school system; (2) public hearings and visitations to exemplary school systems and selected colleges and universities; (3) intensive review by all concerned groups of ideas presented in the course of the study; (4) refinement and modification of data analyses, conclusions, and recommendations; and (5) development of plans for implementation and dissemination. The multi-method study, conducted from July 1981 to June 1983, resulted in the Task Force Report, a plan for change that includes 138 recommendations covering philosophy and goals, curriculum design, futures and technology, and specific curricular directions in all subject areas and grade levels. (TE)

ED 243 211 EA 016 706

Sederberg, Charles H.

Impact of Decremental State Budgeting on Elementary/Secondary Education—A Case Study.

Pub Date—Apr 84

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Budgeting, *Budgets, Case Studies, Educational Finance, Elementary Secondary Education, Finance Reform, *Financial Problems, Politics of Education, Resource Allocation, State Action, *State Aid

Identifiers—*Minnesota

This study examines the results of decremental state budgeting on Minnesota elementary and secondary education during the 1981-83 biennium, a

period of sudden fiscal crisis. Using the fiscal reports of various departments of Minnesota State government and interviews with state officials, the author narrates the sequence of revenue shortfalls and official responses, focusing on changes in allocation for schools at various times in the rebudgeting process. The background of the crisis is outlined in explanations of the stages of Minnesota's biennium budget cycle and of the political and fiscal forces surrounding the worsening condition of the state budget. For the purpose of comparing the projected school allocations, the Minnesota school finance system is described and a revenue plan model is constructed. This model is then applied at five stages of the budget crisis as school allocations changed, showing the areas chosen for cuts in state aid. Conclusions are drawn about weaknesses in the Minnesota finance system and their impact on school finance in the 1981-83 biennium. (JW)

ED 243 212 EA 016 708

Salaries Paid Professional Personnel in Public Schools, 1983-84. Part 2 of National Survey of Salaries and Wages in Public Schools.

Educational Research Service, Arlington, Va.

Pub Date—84

Note—141p.; For Part 1 of this survey, see ED 242 057.

Available from—Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21691; \$28.00).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Administrators, Counselors, Elementary Secondary Education, *Geographic Regions, *National Surveys, Principals, *Salaries, *Student Costs, Superintendents, Teacher Salaries

Part 2 of a three-part report, this survey presents data on salaries for 23 selected professional personnel positions in United States public schools. The purpose of the survey is to provide administrators (and others concerned with salaries and wages) the data for comparison of employee compensation levels with comparable systems. Salary data are presented and analyzed according to three basic classifications: (1) four enrollment groupings of school systems—(a) 25,000 pupils or more, (b) 10,000-24,999, (c) 2,500-9,999, (d) 300-2,499; (2) five pupil expenditure levels—(a) \$3,500 or more per pupil, (b) \$3,000-\$3,499, (c) \$2,500-\$2,999, (d) \$2,000-\$2,499, (e) less than \$2,000; and (3) eight geographic regions (New England, Midwest, Southeast, Great Lakes, Plains, Southwest, Rocky Mountains, Far West). The report includes 27 tables summarizing the data collected. (MD)

ED 243 213 EA 016 709

Wages and Salaries Paid Support Personnel in Public Schools, 1983-84. Part 3 of National Survey of Salaries and Wages in Public Schools.

Educational Research Service, Arlington, Va.

Pub Date—84

Note—81p.; For parts 1 and 2, see ED 242 057 and EA 016 708, respectively.

Available from—Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21692; \$28.00).

Pub Type—Numerical/Quantitative Data (110) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Clerical Workers, Elementary Secondary Education, *National Surveys, *Salaries, Student Costs, *Tables (Data), Wages

Identifiers—Custodians, *Support Personnel

Part 3 of a three-part report, this national survey reports wage rates and salaries paid in 1983-84 by public school systems to personnel in 10 selected support positions. The data were collected for five selected clerical positions and five selected non-clerical support positions. The salary and hourly wage rates are presented and analyzed according to three basic classifications: (1) four enrollment groupings, (2) five pupil expenditure levels, and (3) eight geographic regions. To facilitate comparison of data there are 22 summary tables showing salary distributions, means, medians, and ranges of means. Three tables compare 1983-84 data to 1982-83 data. This volume also contains a table showing the number of responding school systems employing personnel in each position category and the total number of personnel reported. (MD)

ED 243 214

EA 016 710

School Staffing Ratios, 1983-84. ERS Report. Educational Research Service, Arlington, Va.

Pub Date—84

Note—63p.

Available from—Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21694; \$22.00).

Pub Type—Numerical/Quantitative Data (110) Document Not Available from EDRS.

Descriptors—*Administrators, Comparative Analysis, Counselor Client Ratio, Elementary Secondary Education, Expenditure Per Student, Librarians, National Surveys, Ratios (Mathematics), School District Size, School Nurses, *Students, *Student Teacher Ratio, Tables (Data), Teacher Aides

Identifiers—*Staffing Ratio, Student Administrator Ratio, *Teacher Administrator Ratio

Intended to make possible the comparison of staffing patterns in one school system with those in systems of similar enrollment size and expenditure level, this report was developed through a national survey conducted in 1983-84 of 1,217 school systems. Included are pupil-staff and teacher-staff ratios for individual positions and aggregate categories of professional personnel. Tables present data separately for large, medium, small, and very small school systems and for five levels of per pupil expenditure of the reporting schools systems, showing means, ranges, and percentile distributions. Ratios contained in the report include the number of pupils per teacher, counselor, librarian, and school nurse. The report also contains individual ratios both of pupils and of teachers to school building-level professional staff members, principals, assistant principals, school building-level administrative staff members, central office professional staff members, and teacher aides. (MCG)

ED 243 215 EA 016 711

Bartlett, Larry D.

Student Press and Distribution Issues: Rights and Responsibilities.

National Association of Secondary School Principals, Reston, Va.

Pub Date—Apr 84

Note—9p.

Available from—Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$1.00; quantity discounts).

Journal Cit—Legal Memorandum; Apr 1984

Pub Type—Information Analyses (070) — Legal/Legislative/Regulatory Materials (090) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Responsibility, *Court Litigation, *Discipline Policy, Educational Environment, Elementary Secondary Education, Freedom of Speech, Public Schools, School Administration, School Law, School Newspapers, Student Behavior, *Student Publications, *Student Responsibility, *Student Rights

Identifiers—Tinker v Des Moines Independent School District

This review analyzes case law in the area of student press and distribution and offers some guidelines for developing and implementing school policy and rules. Litigation is reviewed in order to clarify students' rights, limitations on administrative authority in matters of censorship and prior restraint, and actions in connection with writing and distributing publications for which students may be disciplined. It is recommended that school rules clearly state that students will not be punished for views they express in printed materials and that school officials attempt to persuade students to exercise tact and restraint in the exercise of their First Amendment rights. Rules requiring approval of student publications before distribution are not advised, for although the theoretical concept of prior restraint in the school setting has sometimes been upheld in court, specific instances usually have not. The policy of holding students accountable after printed materials have been distributed and for their actions, rather than for their words, is supported by case law. Students should be reminded that they have a legal responsibility to refrain from actions resulting in disruption of the educational environment or infringing on the rights of other students, and they should be held accountable when they breach it. (MJL)

ED 243 216

EA 016 712

The Literature on Social Promotion versus Retention.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 81

Contract—400-80-0107

Note—52p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Competency Based Education, Cost Estimates, Elementary Secondary Education, *Grade Repetition, Public Schools, Remedial Programs, School Administration, *School Effectiveness, School Law, *School Policy, Self Concept, *Student Development, Student Evaluation, *Student Promotion
Identifiers—Greenville County School District VA

This general review of the relative merits of social promotion and retention examines research on the benefits of each, describes current strategies for resolving the policy dilemma involved, and considers issues raised by abolishing social promotion and establishing remedial programs. A summary of the history of the widespread adoption of the social promotion policy precedes a literature review outlining arguments against both social promotion and retention. The review then describes studies indicating that retention appears to have a beneficial effect on elementary school students and that the self-concepts of promoted and retained elementary students are virtually the same. Some new approaches to the problem are offered in the following section, which presents guidelines for selecting children for retention, lists strategies for individualizing instruction, describes one widely publicized example of a district that abolished social promotion and reorganized its schools, and reports the experience of a teacher who decided not to follow her school's social promotion policy. A final section considers competency based education, financial concerns, and legal implications. The paper concludes that while competency testing and remedial programs are expensive and often controversial, schools appear to feel that they are serving students better through such policies. A bibliography is appended. (Author/MJL)

ED 243 217

EA 016 713

Kronkosky, Preston C. And Others

Title I Seminar for the Central States. Report of Conference Proceedings (Austin, Texas, January 20-22, 1982).

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Department of Education, Washington, DC.

Pub Date—82

Contract—400-81-0034

Note—49p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Techniques, Compensatory Education, *Conference Proceedings, Educational Administration, Educational Environment, Elementary Secondary Education, Evaluation, *Inservice Teacher Education, *Program Implementation, Teacher Improvement, *Technical Assistance

Identifiers—*Education Consolidation Improvement Act Chapter 1, United States (Central)

This report covers proceedings of a conference designed to help state Title I staff carry out their responsibilities under Chapter 1 of the Educational Consolidation and Improvement Act to provide technical assistance to local districts. The general purposes of the seminar were (1) to provide participants with research-based tools that would help them assist local staff to focus on several important aspects of Title I programs and (2) to inform participants of resources that can be used to help district staff improve the basic skills component of their programs. The report's longest section describes the three conference sessions—providing technical assistance and using resource bases, approaches to effective inservice, and classroom management—as well as related small-group presentations and mini-sessions. Participant concerns, issues raised during the sessions, and suggestions for followup activities are outlined, and conference evaluation results are summarized. Appendixes include the seminar agenda, a list of presenters, a directory of participants, and session evaluation data. (MJL)

ED 243 218

EA 016 714

Providing School Students, Staff, and Parents with Access to Vendors of Goods and Services. A Model Policy and Rules, with Comments.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date—Apr 84

Note—10p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrative Policy, Administrator Responsibility, *Consumer Protection, Elementary Secondary Education, Policy Formation, *Purchasing, School Business Relationship

This model policy is designed to help local school officials provide vendors with the greatest reasonable opportunity to compete for access to the school community, while protecting the school's need for reasonable control of that access, so that students, parents, and staff can obtain the best goods and services at the best price. It is offered not for verbatim adoption, but for consideration and adaptation to local district needs. The rules that follow pertain to (1) determination of need (by the superintendent) for competitive proposals, (2) drawing up specifications for competitive proposals, (3) soliciting competitive proposals, (4) review of proposals, and (5) decision-making. (TE)

ED 243 219

EA 016 715

Better Education for Michigan Citizens: A Blueprint for Action.

Michigan State Board of Education, Lansing.

Pub Date—84

Note—30p.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Environment, Educational Assessment, *Educational Improvement, Educational Needs, *Educational Opportunities, Educational Quality, *Equal Education, Higher Education, National Surveys, *State Action, *State Boards of Education, State Departments of Education, State Programs, State School District Relationship, State Standards, Teaching (Occupation)

Identifiers—*Michigan

Developed in response to the many recent national reports on school excellence in order to further improve education in Michigan, this document emphasizes equity as well as excellence. Section I outlines four key principles for making specific recommendations for educational improvement: improving learning, creating a learning environment, strengthening the teaching profession, and delivering educational services. In section II, recommendations to local school districts, the governor and legislature, and institutions of higher education are offered in a number of areas, from high school graduation requirements to professional development. The third section, on actions and directions projected for the State Board of Education, addresses many of the same issues, such as textbooks and instructional materials, computer technology, and accreditation. The next 2 sections provide, respectively, a summary of State Board of Education proposals concerning each of the four major principles for educational improvement, and an outline of 14 curriculum-related Michigan Department of Education activities in progress regarding national reports. Section VI describes previous actions by the State Board of Education regarding school improvement in 20 different areas, including middle school issues, basic skills, college entrance requirements, and career ladders for teachers/master teachers. The document concludes with a brief bibliography. (JBM)

ED 243 220

EA 016 716

Tri-State Educational Research Conference Proceedings (Philadelphia, Pennsylvania, May 15-17, 1983).

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 83

Note—107p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Standards, Administrator Role, Case Studies, Cost Effectiveness, Declining Enrollment, *Educational Improvement, Educational Quality, *Educational Research, *Educational Technology, Elementary Secondary Education, Microcomputers, *Research Method-

ology, Special Education, *Teacher Effectiveness, Teacher Supervision, Teaching Methods
Identifiers—Delaware, New Jersey, Pennsylvania

These proceedings of the 1983 New Jersey-Pennsylvania-Delaware conference are arranged in five sections. Section I, "National Issues," includes summaries of (1) a panel session on the role of educational research and research funding in the new Congress; (2) a paper on "most wanted answers" to questions concerning (a) teacher productivity, methods, and supervision, (b) teaching abstracts to nonintellectual students, and (c) raising standards without eliminating students; and (3) a discussion of the National Commission on Excellence in Education report and its implications for the tri-state region. Section II, on educational technology, contains discussions of BASIC programming on the microcomputer, the impact of computers in the classroom, computer graphics, and software evaluation. Section III's presentations are concerned with school district use of research, cost effectiveness, and the role of the school administrator in school improvement. The fourth section, which focuses on measurement and methodology, addresses questions on measurement and mismeasurement, conducting credible case studies, and researching special education. The document's final section contains summaries of sessions on a variety of topics, from job satisfaction and personal fulfillment in public service to the consequences of youth joblessness. Appendixes provide a sample conference brochure and lists of presenters and participants. (JBM)

ED 243 221

EA 016 717

Areas of Special Study for Oklahoma School Superintendency.

Oklahoma State Dept. of Education, Oklahoma City. Oklahoma Commission for Future Educational Leadership.

Pub Date—Feb 84

Note—178p.; Includes: Executive Summary; A Proposal: Assuring the Supply of New Talent into the School Superintendency in Oklahoma; Preparation Program for Oklahoma's Future Educational Leaders; and Alternate Management and Delivery Systems for Oklahoma Education.

Pub Type—Collected Works - General (020) — Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Administrative Organization, Administrator Characteristics, *Administrator Education, Administrator Evaluation, Administrator Qualifications, *Administrator Selection, Educational Administration, Elementary Secondary Education, Management Development, Management Systems, Organizational Effectiveness, Planning, Professional Personnel, School Administration, *Superintendents, Supervisor Qualifications

Identifiers—*Oklahoma

This group of three papers addresses the issues of the supply of competent administrators, their education, and the management needs they should be providing for elementary and secondary education in Oklahoma. The first paper proposes improvements in the selection process for school superintendents. Using input from school administrators, school boards, and the Oklahoma State Department of Education, recommendations are made to improve the screening of superintendent candidates. A second paper considers which features of superintendency preparation programs could be implemented by Oklahoma's universities to meet the present constraints of certification and the demands of school districts. The final paper cites educational programs required by current and anticipated social circumstances in Oklahoma. After exploring alternative management arrangements to meet educational needs, specific recommendations are made for changes in management and delivery systems. (JW)

ED 243 222

EA 016 718

Guerrier, Charles E.

Title IX and the Achievement of Equal Educational Opportunity: A Legal Handbook.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—[80]

Contract—300-76-0456; 300-79-0728

Note—110p.; Prepared by the Resource Center on Sex Equity.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.
 Descriptors—Affirmative Action, Compliance (Legal), *Court Litigation, Educational Discrimination, *Educational Opportunities, *Equal Education, Equal Opportunities (Jobs), Federal Courts, *Federal Legislation, Federal Regulation, Females, Justice, Legal Responsibility, Nondiscriminatory Education, Sex Bias, *Sex Discrimination, *Sex Fairness, Sex Role
 Identifiers—*Title IX Education Amendments 1972

Designed to provide an introduction to major issues, controversies, and case law related to Title IX of the Education Amendments of 1972, this handbook is intended to promote more informed interaction between administrators and the attorneys who represent and advise them regarding sex discrimination issues. Following a brief explanation of the need for Title IX in section I, section II discusses the theory and reality of permissible and impermissible discrimination and offers a capsule history of judicial opinions in cases involving sex-based distinctions. In section III, the author discusses the statute's enactment and amendment processes and provides a section-by-section analysis. Beginning with an exposition of the implementing regulation's adoption process, authoritativeness, scope, and interpretation, section IV offers a detailed analysis that constitutes the bulk of the document. In addition to its introductory section, this analysis contains sections on (1) coverage; (2) prohibitions of discrimination on the basis of sex in admission and recruitment, education programs and activities, and employment in education programs and activities; and (3) interim procedures. Appendix A provides a copy of the Title IX implementing regulation republished in 1980 as C.F.R. Part 106. Appendix B summarizes the United States system of legal references and citations. (JBM)

ED 243 223 EA 016 719

Fullan, Michael And Others

Organization Development in Schools: The State of the Art.

National Inst. of Education (ED), Washington, DC. Pub Date—Feb 81

Contract—400-77-0051; 400-77-0052

Note—70p; Reprint of article which appeared in Review of Educational Research, Spring 1980, pp. 121-83. For the five volumes of the full report, see ED 166 837, ED 168 217-219, and ED 169 626.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, *Change Strategies, Educational Policy, Literature Reviews, *Organizational Change, *Organizational Development, *Organizational Theories, Relevance (Education), Research, *Schools, *State of the Art Reviews

Summarizing the full report of a study by the same title that originally appeared in five volumes, this document is divided into four sections. Section I critiques and clarifies the values, goals, and assumptions of Organization Development (OD), a change strategy for organizational self-development and renewal adapted from business settings and used in schools over the past 15 years. In section II, the authors identify and analyze the various models of OD in practice, including conditions and strategies affecting its initiation, implementation, and continuation. Organized like section II around two main categories—empirical case studies in school districts and overviews and comparative reviews of the field of OD—section III assesses the impact or outcomes of OD on achievement, productivity, and attitudes. The document's final section examines OD's future and suggests policy implications for educational agencies at local school district, intermediate unit, university, state/provincial department of education, and federal education agency levels. Extensive references are included. (JBM)

ED 243 224 EA 016 720

Cromer, Janis

High Tech Schools: The Principal's Perspective.

National Association of Secondary School Principals, Reston, Va.

Report No.—ISBN-0-88210-159-5

Pub Date—84

Note—63p.

Available from—Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$4.00 plus \$2.00 shipping and handling; orders of \$15.00 or less must be accompanied by payment).

Pub Type—Collected Works - Proceedings (021) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, Computer Assisted Instruction, Computer Literacy, Computer Oriented Programs, Conferences, *Educational Development, Educational Innovation, Educational Resources, Educational Trends, *Education Work Relationship, Elementary Secondary Education, Employment Patterns, *Futures (of Society), Microcomputers, Principals, Program Implementation, *Relevance (Education), *Technological Advancement, *Technological Literacy
 This report offers the conclusions of a 1983 EP-COT symposium on education and the Information Age involving distinguished national experts and 46 secondary school principals from across the country. Discussed in the first section on "The Demands of an Information Age" are a number of transitions, including current shifts from an industrial to an information work force, from a national to a global economy, and from a centralized to a decentralized society. Section 2, "The Future World of Work," includes a list of new technology-related occupations for the 1990's and reviews prospects for non-technology jobs, preparation for the 21st century, and business-education partnerships. In the following section, "High Tech is Here to Stay," the authors examine current uses and needs for computers in the classroom, the need for a definition of computer literacy, and gaining high tech acceptance. Exploring the "people side" of high tech, section 4 focuses on computer-aided instruction and professional development. Section 5's "action agenda" for creating high tech schools makes step-by-step recommendations for program implementation and discusses the role of the principal in realizing each step. The document concludes with a list of EP-COT conference participants. (JBM)

ED 243 225 EA 016 721

Creating and Disseminating Knowledge for Educational Reform: Policy Management of the National Institute of Education's Regional Educational Laboratories and National Research and Development Centers. A Report to the National Council on Educational Research. [Executive Summary and Final Report].

Center for Leadership Development, Los Angeles, CA; Sequoia Inst., Sacramento, CA.

Spons Agency—National Council on Educational Research (NIE), Washington, DC; National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 84

Grant—NIE-G-83-0014

Note—118p.

Available from—Publications, Center for Leadership Development, 5456 McConnell Avenue, Los Angeles, CA 90066 (\$9.50; Executive Summary alone available for \$2.50).

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational Administration, Educational Change, Educational Improvement, *Educational Research, Elementary Secondary Education, *Government Role, Higher Education, *Information Dissemination, Program Costs, *Program Evaluation, *Research and Development, *Research and Development Centers, Research Projects, Technical Assistance
 Identifiers—*National Institute of Education, Policy Research, Regional Centers, Regional Educational Laboratories

Drawing on interviews, documents, and eight studies, this policy research study offers information and recommendations in order to fulfill the responsibility of the National Council on Educational Research to establish general policies for, and review the conduct of, the National Institute of Education (NIE). Questions guiding this study are: the subject and costs of research carried out by NIE's labs and centers; the perceived impact of this research and development on improving educational practices; and appropriate priorities for NIE labs and centers and strategies for more effective dissemination of their findings. Following an executive summary and an introduction, a chapter on reforming American education summarizes a content analysis of national studies, a survey, and additional documents. The third chapter considers the role of the federal government in creating knowledge for educational reform, and the fourth chapter offers three historical perspectives on NIE's labs and centers. Barriers to

effective dissemination of educational research are analyzed in the fifth chapter, and the sixth chapter presents the study's major conclusions and recommendations for improving policy management of the delivery system of NIE labs and centers. Among the appendices are descriptions of eight projects that contributed to the overall study, steps in designing the research matrix, and lab and center missions and budgets. (MJL)

ED 243 226 EA 016 722

Pyecha, John N. And Others

A Merger Feasibility Study: Greenville City and

Pitt County (North Carolina) Schools. Final

Report, 22N-2572.

Research Triangle Inst., Research Triangle Park, NC. Center for Educational Research and Evaluation.

Spons Agency—Pitt County Board of Commissioners, Greenville, NC.

Pub Date—Sep 83

Note—241p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Consolidated Schools, Cost Effectiveness, Elementary Secondary Education, Institutional Characteristics, *Mergers, Public Schools, *Rezonings, *School District Reorganization, School District Size, Tax Allocation
 Identifiers—*Greenville City Schools NC, *Pitt County Schools NC

This report contains findings and recommendations based on a study conducted to determine the feasibility of merging the Pitt County and Greenville County (North Carolina) school systems. Each school system is described in terms of pupil population patterns, building use, and educational and administrative services; issues related to these descriptions are highlighted. The advantages and disadvantages of four basic options are considered: (1) retain the status quo, (2) retain the two systems but modify boundaries, (3) adopt a supplemental tax or a weighted formula for allocating state and local resources, or (4) consolidate the two systems. The background and procedures of the study are discussed in chapter 1. Chapter 2 provides a current description of both school systems. Chapter 3 identifies the major problems or needs that are evident from the description. Chapter 4 discusses and compares the four options (listed above) for alleviating these problems. A recommendation for consolidation is provided in chapter 5, based on the concerns raised in the preceding chapters. Nine appendices are included, providing supporting information for tables and figures referred to in the text, along with summary descriptions of school facilities, finances, personnel, instructional services, testing programs, transportation, maintenance and operations, advisory councils, and volunteer programs. (TE)

ED 243 227 EA 016 723

O'Reilly, Robert C.

Aspects of Liability in the Operation of Schools.

Pub Date—31 Mar 84

Note—17p; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Court Litigation, Federal Courts, *Legal Responsibility, National Surveys, Public Schools, Questionnaires, School Accidents, *School Districts, *School Personnel, *School Safety, State Courts, State Legislation, State Surveys, *Torts

Identifiers—*Nebraska

Parents generally expect public school districts to provide for their children's care and safety while they are at school. Although in the first half of the twentieth century common law tended to make school officials immune from suit, more recently public school districts, school employees, officers, and elected boards have been successfully sued for damages. A review of representative court cases in Nebraska and other states reveals a tendency toward increasingly higher damage awards in suits against school districts and their governing boards. In contrast to Oregon's 1967 statutory repeal of governmental immunity, which sets a limit on damage awards, Nebraska's 1969 statute has no specific dollar limits. In the 1980's, public school boards should provide protection for themselves and for the district treasury. Surveys by the Insurance Information Institute and "Risk Line" and responses to

a questionnaire sent to 32 Nebraska school business managers show that, although awards and insurance rates are becoming higher nationally, Nebraska school districts tend to have relatively low liability limits. The total picture suggests these low limitations are out of step with judicial decisions and put district funds and property in jeopardy. (JBM)

ED 243 228 EA 016 724

Rubin, Louis
The Call for School Reform. Research Summary Report.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC
Pub Date—Dec 83
Contract—400-83-0005
Note—47p.
Pub Type—Information Analyses (070) — Reports — Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Change Strategies, Curriculum, *Educational Change, *Educational Improvement, *Educational Research, Elementary Secondary Education, *Literature Reviews, *National Surveys, *School Effectiveness, Teacher Effectiveness

Following a brief introduction, section II of this publication reviews the following reports on education: (1) The College Board's "Academic Preparation for College: What Students Need to Know and Be Able to Do"; (2) "Action for Excellence: A Comprehensive Plan to Improve Our Nation's Schools," by the Task Force on Education for Economic Growth; (3) John Goodlad's "A Place Called School: Prospects for the Future"; (4) the Carnegie Foundation's "High School: A Report on American Secondary Education"; (5) "Making the Grade," by the Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy; and (6) "A Nation at Risk: The Imperative for Educational Reform," by the National Commission on Excellence in Education. After section III's summary of the similarities and differences among these six reports and its discussion of education's response to the reports' criticism, section IV examines the reports' implications in six areas: (1) educational goals, (2) teacher effectiveness, (3) the pros and cons of standards, (4) balance in the curriculum, (5) actions to consider, and (6) the improvement of teaching. (JBM)

ED 243 229 EA 016 725

Voorhis, John
State Level Governance: Agenda for New Business or Old? Research Summary Report.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC
Pub Date—Dec 83
Contract—400-83-0005
Note—40p.
Pub Type—Reports — Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational History, *Educational Policy, Educational Research, Elementary Secondary Education, *Governance, *Policy Formation, Research Utilization, State Action, *State Boards of Education, State Programs, *State School District Relationship, *State Surveys
Identifiers—Alaska, Idaho, Montana, Oregon, Washington

This report explores state level governance as it is currently practiced in the states of Alaska, Idaho, Oregon, Montana, and Washington. After a brief introduction, section II's attention to the evolution of state boards offers a historical perspective of state intervention in educational policy-making, a review of major questions concerning the state's role in the last 20 years, and an analysis of the development of organization and cooperation in and among the states in their approaches to education. Section III, on policy formation, examines current governance structures in each of the five states under consideration and reviews their board agendas, priorities, policy formation and development processes, and research utilization. In section IV, the author itemizes current "hot topics" in policy development for each state and gives a state-by-state list of publications in that area. The fourth and final section outlines four areas in the process of policy initiation and development that need clarification or improvement in several of the states and offers five recommendations for state boards confronted with

problems in these areas. An appendix provides a sample of the "Governance Interview Sheet" by means of which information for the report was collected. (JBM)

ED 243 230 EA 016 726

Roberts, Jane M. E. Kenney, Jane L.
Impact of Instructional Improvement: A Statewide Program.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—Maryland State Dept. of Education, Baltimore; National Inst. of Education (ED), Washington, DC

Pub Date—Apr 84
Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
Pub Type—Reports — Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Development, Educational Improvement, Elementary Secondary Education, *Instructional Development, *State Departments of Education, *State Programs, *State School District Relationship, *Statewide Planning, Supervisory Training, Teaching Models, Teamwork

Identifiers—Maryland, *Maryland State Department of Education, School Improvement Through Instructional Process

Maryland's School Improvement Through Instructional Process (SITIP) program involves all 24 local education agencies in implementing one or more of the following research-based instructional models: Active Teaching, Mastery Learning, Student Team Learning, and Teaching Variables. Following a review of background information, state education agency initiatives and assistance activities are described, an evaluative overview is presented, and local impact is discussed. The state initiatives consisted of planning, training activities, and technical assistance to local education agencies. Planning was flexible, interactive, ongoing, and based on an open systems approach, resulting in a high degree of local participation and commitment to the program at nearly all sites. State-sponsored training activities included an assistant superintendent's retreat, an instructional leadership conference, and followup workshops. Technical assistance was provided by an eight-person team that provided statewide leadership while encouraging local ownership and that developed networks and teaching/learning opportunities for local teams to share successes and build expertise. Impacts of the SITIP program on student achievement, student attitudes, teacher's knowledge of models, school environment, and administrators and central office staffs are reported, along with concerns and recommendations by local SITIP participants. (TE)

ED 243 231 EA 016 727

Roberts, Jane M. E. Pelleri, Joseph H.
Staff Development: Initiating a Comprehensive System.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—Allegany County Public Schools, Cumberland, MD; National Inst. of Education (ED), Washington, DC

Pub Date—Apr 84
Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cooperative Planning, Elementary Secondary Education, *Inservice Education, Interprofessional Relationship, *Needs Assessment, *Organizational Development, Participative Decision Making, School Districts, *Staff Development, Teamwork

A case study describes how a rural local education agency (Allegany County, Maryland) developed a comprehensive staff development system. It presents some contextual and theoretical background information, summarizes the problem as perceived by key actors, and then describes a series of activities resulting in the development of the comprehensive system. The early stages of the activity involved discussion among administrative staff, recruitment of outsiders, and clarification of goals and operating constraints. In the workshops that followed, an action research model was used, in which participants determined how each task (data collection, data analysis, selection, and implementation) should be done and who should take charge. Thereafter, a

needs assessment survey was developed, in which 26 concerns and 29 items relating to knowledge and skills were rated by the various role groups—administrators, teachers, and aides. In general, concerns given priority suggested a need to clarify goals, coordinate resource allocation, and improve cooperation and communication. Analysis of the results also indicated the need for differentiated inservice programs designed specifically to address a particular role as well as areas of common concern to two or more role groups. The nature of the process—particularly the emphasis on equity and interdependence—and the total involvement of the staff are the most important factors in producing effective staff development activities. (TE)

ED 243 232 EA 016 728

Miller, Rima
Your Leadership Style: A Management Development Module for Educational Leaders.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—National Inst. of Education (ED), Washington, DC
Pub Date—Nov 83
Note—65p.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Role, Elementary Secondary Education, Group Dynamics, Interaction Process Analysis, Leaders Guides, Leadership Qualities, *Leadership Styles, *Leadership Training, *Management Development, Models, Role Playing, *Supervisory Training
Identifiers—*Hersey Blanchard Situational Leadership Model

Management processes of planning, organizing, directing, and motivating are vital to schools and industries alike. Accordingly, this module, the first in a series of two, has been developed as a training guide using the Hersey-Blanchard approach to leadership styles. It can help build principal-faculty relationships, superintendent-governing board relationships, and teacher-student relationships. The first section, "What you need to know," provides a literature review of leader behavior theory, explaining basic concepts such as influence, task behavior, and relationship behavior. It then provides an indepth explanation of the Hersey-Blanchard Situational Leadership Model, showing the relationships between task-relevant maturity of a group and leadership styles. The second section provides a series of learning activities and handouts based on this model. These include (1) a scoring and interpretation workbook, (2) five case studies for assessment of task-relevant maturity of groups, and (3) a set of leadership style role-playing kits, illustrating various styles of leadership and patterns of accommodation. A list of resource materials is included, along with sample training designs, references, and a short bibliography. (TE)

ED 243 233 EA 016 729

Muth, C. Robert
Resource Factors in Education and Quality Measures.
Pub Date—Apr 83
Note—14p.
Pub Type—Opinion Papers (120) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Educational Assessment, Educational Equity (Finance), *Educational Finance, Educational Improvement, Elementary Secondary Education, *Evaluation Criteria, *Expenditure Per Student, Resource Allocation, School Administration, School District Spending, *School Effectiveness, Socioeconomic Status, State Aid, Student Teacher Ratio, Teacher Salaries, Urban Schools
Identifiers—*Michigan

This paper analyzes prevalent methods of comparing schools' performance and recommends alternative measures more helpful toward understanding how schools might be improved. The influence of two factors—resource availability and financial need—on the level of school programming is explained in light of Michigan's system of educational finance. Because of varying professional salaries and special costs for categorical programming, per pupil expenditure is judged an ineffective measure of quality. Instead, assessing services by identifying the number of professionals per 1,000 students is advocated, a method accounting for such quality indicators as lower teacher-pupil ratios and use of special staff. A discussion of measuring quality in education in terms of student achievement draws on

effective schools research. Following Ronald Edmonds and Lawrence Lezotte, this paper argues for the fairness of determining the effectiveness of schools not on the basis of aggregate scores, but through test data broken down by social class. An effective school is thus defined as one in which the percentage of students from the lowest socioeconomic class in attendance who attain mastery of the basic skills taught at each grade is the same as the percentage of students from the highest socioeconomic class attending. (MJL)

ED 243 234

EA 016 730

Wilkinson, Etta Lou

Prevention of Discrimination in Selected Federal Block Grant Programs—Kansas.
Florida State Dept. of Education, Tallahassee. Bureau of Compensatory Education.
Spons Agency—Commission on Civil Rights, Washington, D.C.
Pub Date—Sep 83
Note—24p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Block Grants, Civil Rights, *Civil Rights Legislation, *Compliance (Legal), *Federal Aid, *Federal Programs, *Federal Regulation, Resource Allocation, Sex Fairness
Identifiers—Department of Health and Human Services, *Kansas

This report by the Kansas Advisory Committee to the United States Commission on Civil Rights reviews state enforcement of nondiscrimination provisions related to federally funded programs. The report looks at procedures used in fund allocation as well as public participation in the allocation decisions. It also looks at the extent to which minorities and women are beneficiaries of the services provided by the programs. Information was provided by the Governor's office, the Kansas Department of Social Rehabilitation Services (SRS), the Kansas Department of Administration, and the United States Department of Health and Human Services/Office for Civil Rights (HHS/OCR). The programs studied were: Social Services Block Grant; Alcohol, Drug Abuse and Mental Health Block Grant; Community Services Block Grant; and Low Income Energy Assistance. The advisory committee's review found that a compliance program has not been implemented. This may be based on the presumption that federal agencies would assume responsibility for compliance, as in the pre-block-grant period. The report concludes that it is difficult to know the true status of civil rights compliance. The report presents two recommendations: (1) the establishment of a state uniform policy and mechanism to assess compliance, and (2) the provision by HHS/OCR of technical assistance to SRS specifically geared to the establishment of a state compliance review system. (MD)

ED 243 235

EA 016 731

Federal Civil Rights Enforcement Efforts in Mid-America. A Report.

Iowa Advisory Committee to the United States Commission on Civil Rights; Kansas State Advisory Committee to the U.S. Commission on Civil Rights; Missouri Advisory Committee to the United States Commission on Civil Rights; Nebraska State Advisory Committee to the U.S. Commission on Civil Rights.

Spons Agency—Commission on Civil Rights, Washington, D.C.

Pub Date—Sep 83

Note—58p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Agency Role, Case Studies, *Civil Rights Legislation, *Compliance (Legal), Federal Aid, *Federal Programs, Program Evaluation, *Public Agencies

Identifiers—Civil Rights Act 1964 Title VI, Civil Rights Act 1968 Title VIII, Commission on Civil Rights, *Monitoring, *Region 7, Title IX Education Amendments 1972

This report summarizes a 1983 study, following previous research by the United States Commission on Civil Rights. The study examined several aspects of civil rights programs within federal agencies in Iowa, Kansas, Missouri, and Nebraska: distribution of authority and resources, accomplishments in 1980, and plans for 1983. Information was obtained from regional officials or, for agencies that had no regional civil rights unit, from their national civil rights units. Thirteen descriptive sections cover the Environmental Protection Agency; the Department

of Education; the Federal Deposit Insurance Corporation; the Federal Home Loan Bank Board; the Federal Bureau of Investigation; the Departments of Health and Human Services, Housing and Urban Development, Labor, and Transportation; the Small Business Administration; the Department of Energy; the Office of Revenue Sharing; and the Federal Executive Board. The report concludes that, although enforcement has not greatly decayed since 1980, it is very poor in most of these agencies. Specific findings are listed with recommendations to review regional compliance efforts nationwide, to strengthen civil rights programs in individual agencies, and to review the efforts of several agencies that supplied no information for this study. (MCG)

ED 243 236

EA 016 732

Religion in the Constitution: A Delicate Balance.

Clearinghouse Publication No. 80.

Commission on Civil Rights, Washington, D.C.

Pub Date—Sep 83

Note—85p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—American Indians, Constitutional History, *Constitutional Law, Court Litigation, Federal Government, Intellectual Freedom, Religion, Religious Conflict, *Religious Discrimination, *State Church Separation
Identifiers—*First Amendment, Jefferson (Thomas)

This report addresses civil rights issues that derive from the First Amendment's guarantee of free exercise of religion and prohibition against the establishment of religion. The commission is acting under its legal mandate to study and collect information and to appraise the laws and policies of the federal government with respect to discrimination or denials of equal protection of the laws because of religion. Chapter 1 focuses on the history behind the adoption of the religion clauses in the First Amendment, starting with the rise of Christianity in Western Europe and tracing the history of church-state relations and religious persecution through the Reformation to the settlement of the American colonies. Chapter 2 examines the historical development of constitutional law in classic religion cases such as those dealing with aid to church-supported schools and conscientious objectors, the tests for determining whether statutes are constitutional under the First Amendment, the tensions between the free exercise and establishment clauses, and the development of acts that govern the free exercise of religion for Indians. Chapter 3 addresses accommodation of religious practices and beliefs in employment, and chapter 4 discusses religious freedom in prison. The common thread that runs through the examination into such diverse areas as prisons, employment, and Indians is the clash that occurs and the attempt that must be made to balance individual and group rights under the religion clauses of the Constitution with other competing public interests. (TE)

ED 243 237

EA 016 733

Gaffney, Michael J. Schember, Daniel M.

Current Title I School and Student Selection Procedures and Implications for Implementing Chapter 1, ESEA. A Special Report from the Title I District Practices Study.

Advanced Technology, Inc., Reston, VA.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1 Sep 82

Contract—300-80-0933

Note—49p.; For related documents, see EA 016 734-741.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, Block Grants, Compensatory Education, Educational Equity (Finance), Educational Finance, *Educationally Disadvantaged, Educational Opportunities, Elementary Secondary Education, Equal Education, Equalization Aid, Expenditure Per Student, *Federal Legislation, Federal Programs, Federal Regulation, *Government School Relationship, National Surveys, School District Autonomy, *School District Spending, *School Funds
Identifiers—Education Consolidation Improvement Act Chapter 1, *Elementary Secondary Education Act Title I

Drawing selectively on data from a study of Title I of the Elementary and Secondary Education Act

(ESEA) that included questionnaires sent to 2,000 randomly selected local Title I directors, structured interviews and document reviews in 100 representative Title I districts, and in-depth studies in 40 specially selected Title I districts, this report describes the legal framework for school and student selection under both Title I of the ESEA and Chapter 1 of the Education Consolidation and Improvement Act (ECIA) of 1981. After discussing differences between these two sets of provisions, in the following section the author addresses two major issues: (1) the effects of Chapter 1 on school and student selection and the degree of concentration of services and (2) the likely effects of Chapter 1's elimination of school, attendance area, and student selection options previously available under Title I. Findings indicate that, although a majority of districts do not perceive a loss of flexibility under ECIA, most Title I directors believe services under ECIA will be less concentrated than services under Title I, resulting in an overall reduction of services to students currently in Title I programs. (JBM)

ED 243 238

EA 016 734

Gaffney, Michael J. Schember, Daniel M.

The Effects of the Title I Supplement-Not-Supplant and Excess Costs Provisions on Program Design Decisions. A Special Report from the Title I District Practices Study.

Advanced Technology, Inc., Reston, VA.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1 Sep 82

Contract—300-80-0933

Note—67p.; For related documents, see EA 016 733-741.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Access to Education, Compensatory Education, *Compliance (Legal), Educational Equity (Finance), Educational Finance, Educationally Disadvantaged, Educational Opportunities, Elementary Secondary Education, Equal Education, Equalization Aid, Expenditure Per Student, *Federal Aid, *Federal Legislation, Federal Programs, Federal Regulation, Government School Relationship, National Surveys, Program Implementation, *School District Spending, *School Funds

Identifiers—Education Consolidation Improvement Act Chapter 1, Elementary Secondary Education Act Title I

Drawing on data from a study of Title I of the Elementary and Secondary Education Act (ESEA), this report focuses on Title I's supplement-not-supplant and excess costs provisions and their effects on program design. Following discussions of the legal framework of Title I and Chapter 1 of the Education Consolidation and Improvement Act (ECIA), the report's central section details findings concerning current program design practices (pullout vs. in-class), school district rationales for program design choices, and the relationship of Title I programs to regular classroom instruction. The next section, "Continuing Misconceptions about the Supplement-Not-Supplant Provision," is followed by a summary and outline of implications, a selected bibliography, and appendixes providing (1) "Title I Excess Costs Models Applying the Supplement-Not-Supplant Concept to Program Design," (2) an excerpt from a United States Department of Education Title I evaluation report to Congress, (3) an excerpt from a school district's 1981 policy memorandum discussing alternatives to the pullout approach, and (4) a 1981 school district memorandum excerpt explaining the district's elementary level excess costs for reading and math programs. The report concludes by encouraging further examination of the implementation of the requirement that federally funded compensatory education provide supplemental rather than substitute services. (JBM)

ED 243 239

EA 016 735

Apling, Richard

The Influence of Title I Budget Cuts on Local Allocation Decisions: Some Patterns from Past and Current Practices. A Special Report from the Title I District Practices Study.

Advanced Technology, Inc., Reston, VA.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1 Sep 82

Contract—300-80-0933

Note—59p.; For related documents, see EA 016 733-741.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors— Access to Education, *Budgeting, Compensatory Education, Curriculum, Educational Equity (Finance), Educational Finance, *Educationally Disadvantaged, Educational Opportunities, Elementary Secondary Education, Equalization Aid, *Expenditure Per Student, *Federal Legislation, Federal Programs, Federal Regulation, Government School Relationship, Instruction, National Surveys, Policy Formation, Program Implementation, *Retrenchment, *School District Spending

Identifiers— Elementary Secondary Education Act Title I

Using data from a study of local practices under Title I of the Elementary and Secondary Education Act (ESEA), this paper focuses on budget-related decisions in districts that experienced either level funding or significant budget cuts from 1978 to 1982. Following a general discussion of the allocation of Title I funds, the author examines the effects of Title I budget changes on services to children in public and nonpublic schools and on specific grades and subjects. Findings indicate that (1) Title I funds to instruction tend to decline in proportion to overall budget reductions, (2) the number of children served by Title I programs tends to parallel the percentage change in the budget, (3) the percentage change in the number of schools served tends not to be as pronounced as budget changes, and (4) administrators tend to maintain services to the elementary grades and to provide reading services by cutting early childhood and secondary programs and math and other services. The study concludes by encouraging research into the effects of Chapter I of the Education Consolidation and Improvement Act, which has superseded Title I since its passage in 1981. (JBM)

ED 243 240

EA 016 736

Jung, Richard

Nonpublic School Students in Title I, ESEA Programs: A Question of "Equal" Services. A Special Report from the Title I District Practices Study.

Advanced Technology, Inc., Reston, VA.
 Spons Agency—Department of Education, Washington, DC.

Pub Date— 1 Sep 82
Contract— 300-80-0933
Note— 78p; For related documents, see EA 016 733-741.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors— Access to Education, *Compensatory Education, Educational Administration, Educational Finance, Educationally Disadvantaged, Educational Opportunities, Elementary Secondary Education, Federal Legislation, *Federal Programs, National Surveys, Parochial Schools, *Private Schools, *Program Administration, Public Schools, Resource Allocation, School Districts, School District Spending, Shared Services, *Student Participation

Identifiers— Education Consolidation Improvement Act Chapter 1, *Elementary Secondary Education Act Title I

Based on data from a study of Title I of the Elementary and Secondary Education Act, this report describes the level of nonpublic school student participation in the Title I program during 1981-82, assesses whether nonpublic students receive an equitable share of Title I resources, and examines variables affecting the access of nonpublic students to Title I services and the quality of services received. Following notes on methodology, cross-time comparisons are made of nonpublic students' access to Title I services. Next, the relationship between nonpublic student participation and enrollment patterns in terms of region and urbanicity, the relationship between participation and district size, and the selection of nonpublic school students are discussed. Within-district comparisons with services received by public school students include amount of Title I instruction, class size and pupil-instruction ratio, instructor experience and qualifications, coordination with regular curriculum, location of instruction, and subjects and grade levels. An analysis of the equality of expenditures concludes generally that record-keeping provisions are inadequate for assessing whether nonpublic students are receiving a fair share of Title I services. Effective management strategies for increasing the participation of nonpublic

school students and areas for future research are also considered. Additional data are appended. (MJL)

ED 243 241

EA 016 737

Reznovic, Victor Keesling, J. Ward

Paperwork and Administrative Burden for School Districts under Title I. A Special Report from the Title I District Practices Study.

Advanced Technology, Inc., Reston, VA.
 Spons Agency—Department of Education, Washington, DC.

Pub Date— 1 Sep 82
Contract— 300-80-0933
Note— 40p; For related documents, see EA 016 733-741.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors— *Administrator Responsibility, Block Grants, *Compensatory Education, Educational Administration, Educational Finance, Educationally Disadvantaged, Educational Opportunities, Elementary Secondary Education, *Federal Programs, Federal Regulation, *Government School Relationship, National Surveys, Parent Participation, *Program Administration, School Districts
Identifiers— Comparability, *Education Consolidation Improvement Act Chapter 1, *Elementary Secondary Education Act Title I

This report considers how local Title I administrators allocate time responsibilities, how burdensome and important they find the various Title I requirements, and what effects they expect the Education Consolidation and Improvement Act to have on paperwork and administrative burden. Data include mail questionnaires returned by a national sample of 1,769 Title I directors and interviews of Title I directors in 100 districts. Among the findings are that over 50 percent of the directors spend up to 25 percent of their time administering the Title I program. Of time spent administering Title I, 26 percent is typically devoted to supervising the instructional program, 25 percent to writing applications and reports, 13 percent to budget management, 12 percent to evaluation, 10 percent to parent involvement, and 14 percent to activities including hiring, training, and dealing with officials. Time spent administering Title I varies considerably by district size. Directors ranked evaluation and student selection as the most necessary and most burdensome requirements, and comparability and parent involvement as least necessary and most burdensome. A brief bibliography is included, and relevant pages of the questionnaire are appended. (Author/MJL)

ED 243 242

EA 016 738

Turnbull, Brenda J.

Technical Assistance and Local Program Implementation in Title I, ESEA. A Special Report from the Title I District Practices Study.

Advanced Technology, Inc., Reston, VA.
 Spons Agency—Department of Education, Washington, DC.

Pub Date— 1 Sep 82
Contract— 300-80-0933
Note— 54p; For related documents, see EA 016 733-741.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors— Administrator Role, *Compensatory Education, Compliance (Legal), Decision Making, Educational Administration, Educationally Disadvantaged, Educational Opportunities, Federal Legislation, *Federal Programs, National Surveys, Policy Formation, *Program Implementation, School Districts, *State School District Relationship, Teacher Role, *Technical Assistance

Identifiers— *Education Consolidation Improvement Act Chapter 1, *Elementary Secondary Education Act Title I

Drawing on data from a study of Title I of the Elementary and Secondary Education Act, this report analyzes the technical assistance that local districts receive in compensatory education, with an emphasis on the relationship between technical assistance and the local decision-making that ultimately shapes the program. The first section describes current patterns of technical assistance provided to districts by state Title I offices and assistance provided within districts to principals and staff. Also discussed is the districts' need to combine the two roles of authority and assistance, as do state

Title I offices. The second section considers local decision-making processes that shape program implementation, concluding that there is a continuing need for accurate information on statutory requirements, both to improve compliance and to inform local managers of their options for determining key program features. Although divisions of authority vary considerably among districts, general patterns of centralization and decentralization in decision-making for different aspects of the program are described. A postscript addresses policy implications, including the apparent desirability of continuing the states' role in providing technical assistance and the need to recognize that assistance that builds local capacity is likely to be costly. (Author/MJL)

ED 243 243

EA 016 739

McKay, Maryann Michie, Joan

Title I Services to Students Eligible for ESL/Bilingual or Special Education Programs. A Special Report from the Title I District Practices Study.

Advanced Technology, Inc., Reston, VA.
 Spons Agency—Department of Education, Washington, DC.

Pub Date— 1 Sep 82
Contract— 300-80-0933
Note— 52p; For related documents, see EA 016 733-741.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors— Bilingual Education Programs, *Board of Education Policy, *Categorical Aid, Compensatory Education, *Cooperative Programs, *Coordination, Disabilities, Educational Administration, Educational Finance, Educationally Disadvantaged, Educational Opportunities, Elementary Secondary Education, *Eligibility, Federal Legislation, *Federal Programs, Limited English Speaking, National Surveys, Special Education, Student Placement

Identifiers— Bilingual Education Act Title VII 1968, Education for All Handicapped Children Act, *Elementary Secondary Education Act Title I

Data from a national study of Title I of the Elementary and Secondary Education Act were used to investigate existing patterns of services for students eligible for Title I and other categorical programs, district policies regarding the eligibility of handicapped and limited-English-proficient students for Title I services, and coordination of services among Title I, special education, and English as a second language (ESL)/bilingual education. This report focuses on two subgroups of the Title I population: students eligible for Title I and ESL/bilingual services and students eligible for Title I and special education. Among findings of this study are that 10.9 percent of districts responding include ESL in their Title I programs, while only 3.6 percent offer special education as part of Title I. In 44 percent of the districts, all handicapped students in Title I schools who meet cutoff criteria are eligible for Title I, whereas nonhandicapped students meeting these criteria are eligible in about 25 percent of districts. All limited-English-proficient students are considered eligible for Title I if they meet cutoff criteria in 67 percent of districts, while 5 percent of districts consider all limited-English-proficient students ineligible. Most respondents indicate that coordination among categorical programs at the district level is limited. (MJL)

ED 243 244

EA 016 740

Local Operation of Title I, ESEA 1976-1982: A

Resource Book.

Advanced Technology, Inc., Reston, VA.
 Spons Agency—Department of Education, Washington, DC.

Pub Date— Jun 83
Contract— 300-80-0933
Note— 408p; For related documents, see EA 016 733-741.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01/PC17 Plus Postage.

Descriptors— Access to Education, Administrator Role, Board of Education Policy, Compensatory Education, Compliance (Legal), Educational Equity (Finance), *Educationally Disadvantaged, Educational Opportunities, Elementary Secondary Education, Equal Education, Expenditure Per Student, *Federal Legislation, *Federal Programs, Federal Regulation, *National Surveys, Parent School Relationship, Research Design, Research Methodology, School District Auton-

omy, *School District Spending, Special Education, Technical Assistance
 Identifiers—*Education Consolidation Improvement Act Chapter 1, *Elementary Secondary Education Act Title I

Intended to serve a wide range of readers, this multi-author summary report of what is commonly referred to as the "District Practices Study" (1976-82) of Title I of the Elementary and Secondary Education Act contains information of special concern to administrators of federally funded programs, legislators, and other policymakers. The report marks the conclusion of phases I and II of the study's three projected phases. Following chapter 1's overview of the study's findings, chapter 2 describes the project's study design and provides a profile of the Title I program at the school district level. Chapters 3 and 4 examine school and student selection; chapter 5 discusses local Title I program project designs and staffing patterns. After chapter 6's analysis of parental involvement in local Title I programs, the four concluding chapters consider the local administration of the program's fiscal requirements, the interaction of school district officials with state education agency officials, nonpublic school students' participation in Title I, and local Title I evaluation and technical assistance. Also included are an appendix on the study design for the study's first two phases and a bibliography. (JBM)

ED 243 245 EA 016 741

District Practices Study. Phase III Summary Report.

Advanced Technology, Inc., Reston, VA.
 Spons Agency—Department of Education, Washington, DC

Pub Date—30 Sep 83
 Contract—300-80-0933
 Note—51p; For related documents, see EA 016 733-740.

Pub Type—Legal/Legislative/Regulatory Materials (90) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrative Policy, *Board of Education Policy, *Case Studies, *Compensatory Education, *Compliance (Legal), *Educationally Disadvantaged, *Educational Research, *Elementary Secondary Education, *Federal Legislation, *Federal Programs, *Field Studies, *National Surveys, *Program Implementation, *Research Design, *Research Methodology, *School District Autonomy

Identifiers—*Education Consolidation Improvement Act Chapter 1

Following up on the first two phases (1976-82) of the "District Practices Study" of Title I of the Elementary and Secondary Education Act (ESEA) as presented in a resource book and seven special reports, this report is devoted to the study's third and final phase. During phase III (1982-83), researchers visited 14 sites to describe their solutions to several types of problems faced by local school officials operating programs under Chapter 1 of the Education Consolidation and Improvement Act. In the report's introductory chapter, the authors provide background information relevant to phase III, including a discussion of phases I and II, the rationale and objectives of phase III, and a general overview of the phase III study effort. Chapter 2's focus on procedures used in promising Chapter 1 program management strategies includes attention to site selection, arranging site visits, and fieldworker training and debriefing. Chapter 3 seeks to establish an interpretive context for site visits by summarizing relevant findings from phases I and II, discussing legal requirements, and analyzing major themes emerging from the site visits. Finally, chapter 4 presents the promising practices already documented in phase III and discusses the authors' descriptive and documentary approaches to those practices. (JBM)

ED 243 246 EA 016 742

Improving Instruction through the Management of Testing and Evaluation Activities: A Guidebook for School Districts.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (ED), Washington, DC

Pub Date—Nov 82
 Grant—NIE-G-80-0112,P5
 Note—299p; Evaluation Design Project. Supercedes ED 226 016.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Academic Achievement, Case Studies, *Change Strategies, Curriculum Evaluation, *Educational Planning, Educational Strategies, Elementary Secondary Education, *Evaluation Utilization, Instructional Development, *Instructional Improvement, *Program Evaluation, *Test Interpretation, Test Use

This guidebook shows how school district personnel from many areas—curriculum, instruction, supervision, staff development—can coordinate their activities to focus on instructional improvement. It reveals how data derived from tests, when properly used, can be useful in helping district personnel work with school and community people to assess the adequacy of an instructional program and to improve it. After an introductory overview of the guide, chapter 2 presents a scenario of a week in a relatively small school district where declining test scores have just been released to the newspapers. The ongoing activities, daily crises, and events of the school day form a backdrop against which board members and administrators attempt to assess the significance of the scores and to plan their actions accordingly. Chapter 3 addresses assumptions underlying questions or demands for action from the public in response to release of test scores. These assumptions wrongly assume that a single factor is responsible for low achievement, but actually no single procedure, material, facility, or person operates in isolation from the complex interactions in an educational system. In chapter 4, six districts tell how they responded in a unique way to the problem of increasing student achievement. Each used test scores and evaluative data not only to monitor but to plan instruction. Chapter 5 identifies five reasons why a long-term coordinated district strategy is difficult to achieve. An open systems perspective then shows how changed assumptions can direct a school district toward a coherent plan to interpret testing, evaluation, and instruction. Chapter 6 provides (1) reasons for developing a unique evaluation system, (2) starting points (opportunities and constraints), (3) a sequence for development, (4) selection of emphasis, and (5) methods for identifying sources of support. (TE)

ED 243 247 EA 016 743

Hunt, J. G. And Others

A Multiple Influence Model of Leadership.

Southern Illinois Univ., Carbondale.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, VA.

Report No.—ARI-TR-520
 Pub Date—Apr 81

Grant—DAHC19-78-G-0010
 Note—197p; Army Project Number 2Q161102B74F. Research accomplished at Southern Illinois University under contract for the Department of the Army.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Administrator Role, Employer Employee Relationship, *Leadership Styles, *Models, Multiple Regression Analysis, Organizational Climate, *Personnel Management, Power Structure, *Supervision, *Supervisory Methods

Identifiers—Army
 This report describes efforts to test a model of leadership effectiveness that centers on "macro variables" and "discretionary leadership." Macro variables were represented by the complexity of the environment, context, and structure of a unit. Discretionary leadership was defined as influence over and above that typically vested in a managerial or command role. Empirical testing used a mixture of mail questionnaires and secondary data concerning 68 telecommunications units of the Army Seventh Signal Command. Using correlation and regression analysis, six major propositions and two exploratory aspects of the model were investigated. The results were as follows: (1) greater complexity was associated with more discretionary leadership; (2) structural complexity was directly related to unit performance; (3) discretionary leadership was more closely related than traditional leader behavior to both performance and employee maintenance; (4) as complexity increased, more discretionary leadership was needed; (5) selected group characteristics did not alter the relationship between leadership and criteria; and (6) the expertise of the unit made no difference in the effectiveness of discretionary leadership. Theoretical extensions and specific applications are discussed in addition to supplementary supporting data. (Author/TE)

ED 243 248

EA 016 744

Mitchell, Terence R.

Leader Attributions and Leader Behavior: First Stage Testing of Theoretical Model.

Washington Univ., Seattle.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, VA.

Report No.—ARI-TR-522

Pub Date—Aug 81

Contract—MDA903-79-C-0543

Note—28p; Army Project Number 2Q161102N74F. Research accomplished at the University of Washington under contract for the Department of the Army.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Role, Discipline, Employer Employee Relationship, Leadership Responsibility, Leadership Training, *Management Development, Models, *Personnel Evaluation, Personnel Management, *Supervision, *Supervisory Methods, *Supervisory Training

This report consists of two main sections. The first presents a theory about how supervisors decide on the causes of a subordinate's poor performance and what they do about it. A two-stage process is suggested. The first stage involves the supervisor making attributions about the causes of the poor performance. This stage requires processing an abundance of information, during which the supervisor may make a variety of errors. The second stage involves choosing a response to the poor performance. Various social norms may influence this stage. The first section therefore concludes with a review of the literature relevant to construction of the model, while the second section reviews the institute's research to date on the model. A variety of studies using different types of subjects and methods are described. The second section concludes that the model has been helpful in understanding this judgment process, but that further work needs to be done. (Author/TE)

ED 243 249

EA 016 745

Baumgarten, Allan Long, Elliot

Evaluation of the State Department of Education Information System.

Minnesota State Office of the Legislative Auditor, St. Paul. Program Evaluation Div.

Pub Date—23 Mar 82

Note—80p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Computer Oriented Programs, *Computers, Costs, *Data Processing, Educational Administration, Educational Finance, Information Systems, *Management Information Systems, Program Evaluation, Public Education, Staff Utilization, *State Departments of Education

Identifiers—*Minnesota

The evaluation of Minnesota's State Department of Education Information System (SDE-IS) analyzes existing problems of this administrative data processing system and offers recommendations for improving data processing support and reducing the reporting burden on school districts. SDE-IS includes all data processing systems that serve the administrative functions of the department and provide management information to decision-makers in the department and legislature. Chapter I of the report presents background information about the history, staffing and organization, and finances of SDE-IS. Chapter II discusses the current capabilities of the system, the extent to which the State Department of Education has achieved its original goals, user satisfaction, and work remaining for the future. In chapter III technical aspects of SDE-IS are reported on, including systems design, documentation, data management, and efforts to develop a data element dictionary. Chapter IV assesses the management of SDE-IS, particularly its performance of needs analysis and planning, its use of systems development methodologies and consultants, and the adequacy of SDE's own staff resources. Finally, chapter V discusses policy alternatives for future development and governance of SDE-IS. Legislation authorizing appropriations for this evaluation is appended. (Author/MJL)

ED 243 250

EA 016 746

Policy Options for Quality Education. A Report.

National Association of State Boards of Education, Alexandria, VA.

Pub Date—84

Note—18p.; Prepared by the Task Force on Education Quality.

Available from—Publications, National Association of State Boards of Education, 701 North Fairfax Street, Suite 340, Alexandria, VA 22314 (\$4.00).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Academic Standards, Administrator Education, Administrator Evaluation, Administrator Qualifications, Attendance, Core Curriculum, Elementary Secondary Education, *School Administration, *State Boards of Education, *State Standards, *Teacher Education, Teacher Effectiveness, Teacher Evaluation, Teacher Improvement, Teacher Qualifications, *Time Management, Time on Task

State board of education members across the country cite four essential tasks of state boards in improving school quality: (1) improving teacher quality, (2) raising academic standards, (3) improving school leadership and management, and (4) promoting effective use of school time. To combat the drain of talent from the teaching profession and to improve school climate, state boards can help prospective teachers with financial incentives, require tests and internships to ensure their competence, and periodically review teacher training programs. Students' academic standards can also be raised, through core curricula and diagnostic testing, mandating kindergarten, and supporting special programs. Administration can be improved through statewide standards, inservice training, incentives for outstanding performance and programs, and recruitment of women and minorities. Finally, school effectiveness may depend on the efficient use of school time; a minimum percentage of student time spent in core subjects and reduced absenteeism can both ensure better use of in-school time. (JW)

ED 243 251 EA 016 747
Staffing Alternatives: Use of Retired Persons, Flex-Time, Job Sharing and Other Suggestions. Suggested Personnel Policy Guidelines for School Districts. [Revised].

Oregon State Dept. of Education, Salem.
Pub Date—Sep 83

Note—25p.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Early Retirement, Elementary Secondary Education, Employment Practices, *Flexible Working Hours, *Job Sharing, Part Time Employment, *Personnel Policy, Time Management

Identifiers—Oregon

This report addresses three alternatives in employing certified and classified staff in school districts: early retirement, flexible working hours, and (in the most detail) job sharing. It is noted that financial reductions make it difficult for schools to meet both their budgets and rising community/parental expectations, while declining enrollments and the increasing age of school personnel further complicate the staff management problem. Early retirement is suggested as a means of reducing the total number of school employees; to illustrate features of such programs, results are cited from a survey of Oregon school districts using early retirement. Alternative daily schedules are briefly noted as a way of staggering work schedules and serving staff needs. Job sharing is emphasized, with analyses of the advantages and disadvantages to both job sharers and school districts. Union objections to job sharing are summarized as well. Included are some tips on implementing job-sharing arrangements. Appendixes provide (1) a job-sharing checklist, (2) a bibliography, and (3) a description of a series on creative cost management. (JW)

ED 243 252 EA 016 767
Handbook for Class I County School District Treasurers.

Illinois State Board of Education, Springfield.
Pub Date—Dec 83

Note—16p.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Board of Education Policy, *Educational Finance, Elementary Secondary Education, *Recordkeeping, Reports, School Accounting, School Business Officials, *School District Spending

Identifiers—*Illinois, *School Treasurer

This handbook is an updated edition provided by the Illinois State Board of Education for school district treasurers. Its intent is to assist Class I county treasurers in performing their duties efficiently and effectively. The handbook is divided into four sections, the first of which outlines custodial role, eligibility, term of office, salary, and bonding requirements for the treasurer's position. In section II, the specific duties of the treasurer are outlined in relation to records, bond registering, orders, tax distribution, corporate personal property replacement, taxes, disbursements, interfund loans, communication, payment of bonds and interest, and monthly reports. Responsibilities in relation to depositaries and investments make up the third section. The final section outlines the treasurer's responsibility in the maintenance of records. (MD)

EC

ED 243 253 EC 162 157

Williams, Idola J., Ed. Goodale, Ronda, Ed.
Minority Parents and Special Education: Advocacy, Placement, Programs.

Boston Public Schools, MA. Dept. of Student Support Services.
Pub Date—83

Note—59p.; The document is a part of the Over-Under Representation Project. For a related document, see ED 162 158.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Child Advocacy, Cultural Differences, *Disabilities, Elementary Secondary Education, *Limited English Speaking, *Minority Groups, *Parent Education, *Parent Role, Special Education, Student Evaluation

One of two Massachusetts reports on minority students in special education, the booklet contains eight articles focusing on the parent's role in special education decision making. The initial article discusses steps to help parents prepare for the team meeting. The effects of misplacement are noted in the next article. The following article advises parents to ask the "right" questions during the team evaluation process. A fourth article lists 58 determinants which could influence language learning and thus learning in general. The Brockton Battery, a series of assessments for bilingual students in the areas of reading readiness, learning rate and method, language abilities, and adaptive behavior, is described next. The sixth article addresses five dimensions of child development and points out the need for effective parenting in each: perceptual, psychomotor, cognitive, affective, and volitional dimensions. A minority parent training program suitable for presentation in an individualized or group format (depending in part upon cultural preferences) is described next and session content is outlined. The final article considers the role of an advocate in the special education process and a list of state agencies is provided as help in determining which agencies to choose. (CL)

ED 243 254 EC 162 158

Williams, Idola J., Ed. Goodale, Ronda, Ed.
Minority Students & Special Education: The Issues of Placement and Proportion. Model Programs and Practical Approaches. Spring Conference.

Boston Public Schools, MA. Dept. of Student Support Services; Massachusetts State Dept. of Education, Boston.

Pub Date—82
Note—81p.; For a related document, see EC 162 157.

Pub Type—Collected Works - Proceedings (021) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, Legal Problems, *Limited English Speaking, *Minority Groups, Parent Participation, Parent School Relationship, Psychological Testing, Screening Tests, Special Education, *Student Evaluation, *Student Placement, Test Bias

The second of two documents on issues concerned with limited English speaking students in Massachusetts special education programs, this report presents proceedings from a 1982 conference. Sixteen presentations are summarized and results of participants' evaluations on six-item questionnaires are included. Topics covered in the workshop sessions included the following: the parent's advocacy

role under Massachusetts' special education law, unbiased instruments appropriate for minority students, legal ramifications for monitoring appropriate placement of minorities in special education, non-discriminatory kindergarten screening, reality therapy, legal ramifications of section 504 of The Rehabilitation Act of 1973, discipline, management information systems, attitudinal and systemic barriers, psychological assessment, and a prereferral model with parent involvement. (CL)

ED 243 255 EC 162 159

Smith, Carl R. McGinnis, Ellen
Professional and Ethical Issues Related to Teaching Behaviorally Impaired Students.

Nebraska Univ., Lincoln. Dept. of Special Education.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Special Education Section.

Pub Date—May 82

Note—44p.; In: Peterson, R., Ed. and Roselli, J., Ed. Current Topics in the Education of Behaviorally Impaired Children. Lincoln, NE, Barkley Memorial Center, University of Nebraska-Lincoln, 1982. Chapter 2. For related documents, see EC 162 160-168.

Available from—Support System Project for Behaviorally Impaired, Barkley Memorial Center, University of Nebraska-Lincoln, NE 68583 (\$2.25, quantity discounts available).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Disorders, Elementary Secondary Education, *Ethics, Success, *Teaching Skills

A paper on professional and ethical issues involved in teaching behaviorally impaired students is followed by reactions of seven administrators, educators, teachers, and specialists. The paper begins with a review of the literature on teacher competencies and personality traits and notes the importance of such attributes as skill in educational diagnosis and sensitivity to the student's needs. Obstacles to maintaining professionalism in the field of teaching behaviorally disordered students, such as learned helplessness and difficulties in accountability are considered. Factors shown in the research to be linked with teaching success are reviewed, and the rights to be gained through professionalism (including increased administrative support) are noted. Reactions to the paper reveal the perspectives of classroom teachers, administrators, and higher education faculty. (CL)

ED 243 256 EC 162 160

Robertshaw, C. Stuart
Legal Considerations Concerning the Assaultive Behavior of Behaviorally Impaired Students.

Nebraska Univ., Lincoln. Dept. of Special Education.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Special Education Section.

Pub Date—May 82

Note—30p.; In: Peterson, R., Ed. and Roselli, J., Ed. Current Topics in the Education of Behaviorally Impaired Children. Lincoln, NE, Barkley Memorial Center, University of Nebraska-Lincoln, 1982. Chapter 3. For related documents, see EC 162 159-168.

Available from—Support System Project for Behaviorally Impaired, Barkley Memorial Center, University of Nebraska-Lincoln, NE 68583 (\$2.25, quantity discounts available).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aggression, *Behavior Disorders, Discipline, Elementary Secondary Education, *Expulsion, *Punishment, *Suspension

The paper examines legal issues involved in the assaultive behavior of emotionally disturbed students. A special education due process decision is cited to illustrate the definition of assault and the need for seeking alternatives to expulsion. Related legal issues (discipline and punishment, liability for injuries resulting from assaultive behavior of students, and assault and corporal punishment) are reviewed. The case study cited involves a disturbed student who allegedly assaulted the assistant principal. Testimony of witnesses is summarized and the decision in favor of the student is presented. Reactions by teachers, professors, and administrators conclude the document. (CL)

ED 243 257 EC 162 161

Wood, Frank
Developing Guidelines for the Use of Nontradi-

- ational Educational Interventions.**
Nebraska Univ., Lincoln. Dept. of Special Education.
- Spons Agency—**Nebraska State Dept. of Education, Lincoln. Special Education Section.
- Pub Date—**May 82
- Note—**46p; In: Peterson, R., Ed. and Rosell, J., Ed. Current Topics in the Education of Behaviorally Impaired Children. Lincoln, NE, Barkley Memorial Center, University of Nebraska-Lincoln, 1982. Chapter 4. For related documents, see EC 162 159-168.
- Available from—**Support System Project for Behaviorally Impaired, Barkley Memorial Center, University of Nebraska-Lincoln, NE 68583 (\$2.25, quantity discounts available).
- Pub Type—**Guides - Non-Classroom (055)
- EDRS Price - MF01/PC02 Plus Postage.**
- Descriptors—***Behavior Disorders, Behavior Modification, *Discipline Policy, Elementary Secondary Education, Intervention, *Legal Responsibility, *Policy Formation, School Policy, Timeout
- The paper outlines guidelines for developing policy on use of nontraditional educational interventions (such as timeout, aversive stimulation, biofeedback, behavior modification, relaxation therapy, and group meetings) with behavior disordered students. A model policy statement on the use of isolation rooms is presented. Such a statement should include a brief introduction summarizing the need for the procedure, a definition of the procedure, the efficacy/dangers of the procedure and local, state, and federal laws, regulations, and court decisions relevant to the procedure. Procedural guidelines touch on the following topics: awareness-promoting procedures; actions to be taken and role specifications; handling of complaints and appeals; recordkeeping and retention; general limitations; relevant citations of law and regulation; and useful resources. Extensive appended material includes four policy statements on such topics as timeout, physical restraint, and aversive and deprivation programs. Reactions from administrators and consultants conclude the document. (CL)
- ED 243 258** EC 162 162
Zabel, Mary Kay
Identification and Programming for Behaviorally Impaired Preschool Children: Current Procedures and Programs.
Nebraska Univ., Lincoln. Dept. of Special Education.
- Spons Agency—**Nebraska State Dept. of Education, Lincoln. Special Education Section.
- Pub Date—**May 82
- Note—**27p; In: Peterson, R., Ed. and Rosell, J., Ed. Current Topics in the Education of Behaviorally Impaired Children. Lincoln, NE, Barkley Memorial Center, University of Nebraska-Lincoln, 1982. Chapter 5. For related documents, see EC 162 159-168.
- Available from—**Support System Project for Behaviorally Impaired, Barkley Memorial Center, University of Nebraska-Lincoln, NE 68583 (\$2.25, quantity discounts available).
- Pub Type—**Information Analyses (070)
- EDRS Price - MF01/PC02 Plus Postage.**
- Descriptors—***Behavior Disorders, Evaluation Methods, *Handicap Identification, Infants, *Intervention, Preschool Education, Program Descriptions, Student Evaluation, Young Children
- This document reviews problems in the identification and assessment of behavioral impairment in young students. Several models of emotional disturbance are reviewed and characteristics of behavior problems are outlined. Assessment methods discussed include observation of student behavior patterns and more formal instruments (such as the "Neonatal Behavioral Assessment Scale," the "Mother's Assessment of the Behavior of Her Infant," "Parent Behavior Progression" and the "Preschool Behavior Questionnaire"). Intervention issues are addressed in terms of prevention as well as home and center-based approaches including developmental therapy and the Portage Project Model. Reactions to the paper by teachers, administrators, and faculty members conclude the monograph. (CL)
- ED 243 259** EC 162 163
Vasa, Stanley F.
Resource Consultant as Service Provider to Behaviorally Impaired Students in Rural Areas.
Nebraska Univ., Lincoln. Dept. of Special Education.

- Spons Agency—**Nebraska State Dept. of Education, Lincoln. Special Education Section.
- Pub Date—**May 82
- Note—**29p; In: Peterson, R., Ed. and Rosell, J., Ed. Current Topics in the Education of Behaviorally Impaired Children. Lincoln, NE, Barkley Memorial Center, University of Nebraska-Lincoln, 1982. Chapter 6. For related documents, see EC 162 159-168.
- Available from—**Support System Project for Behaviorally Impaired, Barkley Memorial Center, University of Nebraska-Lincoln, NE 68583 (\$2.25, quantity discounts available).
- Pub Type—**Opinion Papers (120)
- EDRS Price - MF01/PC02 Plus Postage.**
- Descriptors—***Behavior Disorders, Consultants, *Consultation Programs, Delivery Systems, Elementary Secondary Education, Mild Disabilities, Models, *Resource Teachers, Rural Areas, Teacher Role
- The position paper delineates the strengths and weaknesses of the resource consultant in serving mildly behaviorally impaired students in rural areas. Three models of consultation (purchase of expertise, doctor-patient, and process models) are described and advantages of each for classroom teachers are noted. Ways to increase the utilization of the resource consultant model focus on administrative policies and support, adequate personnel training, and evaluation of the model's use and effectiveness. Reactions by teachers and administrators conclude the report. (CL)
- ED 243 260** EC 162 164
Providing Education for Behaviorally Impaired Students in Rural Areas: An Examination of Issues.
Nebraska Univ., Lincoln. Dept. of Special Education.
- Spons Agency—**Nebraska State Dept. of Education, Lincoln. Special Education Section.
- Pub Date—**May 82
- Note—**31p; In: Peterson, R., Ed. and Rosell, J., Ed. Current Topics in the Education of Behaviorally Impaired Children. Lincoln, NE, Barkley Memorial Center, University of Nebraska-Lincoln, 1982. Chapter 7. For related documents, see EC 162 159-168.
- Available from—**Support System Project for Behaviorally Impaired, Barkley Memorial Center, University of Nebraska-Lincoln, NE 68583 (\$2.25, quantity discounts available).
- Pub Type—**Opinion Papers (120)
- EDRS Price - MF01/PC02 Plus Postage.**
- Descriptors—***Behavior Disorders, Elementary Secondary Education, Handicap Identification, Incidence, Resource Teachers, *Rural Areas, Screening Tests, *Teacher Education
- The position paper examines issues related to serving behaviorally impaired (BI) students in rural areas. Under-identification of BI students in rural areas is noted and possible reasons (such as questions about the adequacy of existing screening procedures) are suggested. Obstacles to service delivery are pointed out, as is the need for a more total therapeutic environment outside the regular classroom for some BI students. Inadequate training for teachers of BI students is cited. Among solutions offered are special training for consulting or resource teachers in rural areas, retraining of indigenous regular class teachers to meet personnel shortages, and use of such innovative teacher education approaches as video and audio broadcasting. Responses by resource and classroom teachers, administrators, and special education faculty conclude the monograph. (CL)
- ED 243 261** EC 162 165
Zabel, Robert H.
Etiology, Characteristics, and Interventions with Autistic Children: Implications for Delivery of Services.
Nebraska Univ., Lincoln. Dept. of Special Education.
- Spons Agency—**Nebraska State Dept. of Education, Lincoln. Special Education Section.
- Pub Date—**May 82
- Note—**36p; In: Peterson, R., Ed. and Rosell, J., Ed. Current Topics in the Education of Behaviorally Impaired Children. Lincoln, NE, Barkley Memorial Center, University of Nebraska-Lincoln, 1982. Chapter 10. For related documents, see EC 162 159-168.
- Available from—**Support System Project for Behaviorally Impaired, Barkley Memorial Center, University of Nebraska-Lincoln, NE 68583 (\$2.25,

- quantity discounts available).
- Pub Type—**Information Analyses (070)
- EDRS Price - MF01/PC02 Plus Postage.**
- Descriptors—***Autism, *Behavior Modification, *Definitions, Elementary Secondary Education, *Etiology, *Intervention, Models, *Psychoeducational Methods, Student Characteristics
- The paper traces the origins of the definitions of autism, notes controversies over its etiology, and discusses the wide variety of intervention approaches used. Psychoeducational approaches, such as play therapy and B. Bettelheim's psychoanalytic approach, are described and criticized in terms of premises and the anecdotal nature of evaluation used. Behavioral approaches are also described. Difficulties in evaluating the efficacy of interventions are noted, and a few studies which attempt to do so are reviewed. Questions are posed for the future of the field, including the benefits of integration, the nature of teacher education, and the effects of current funding stagnation. Reactions by parents, specialists, administrators, and teachers conclude the paper. (CL)
- ED 243 262** EC 162 166
Grosenick, Judith K. Huntze, Sharon L.
Behaviorally Impaired Children in Nebraska. Training Needs Analysis. Final Report.
Nebraska Univ., Lincoln. Dept. of Special Education.
- Spons Agency—**Nebraska State Dept. of Education, Lincoln. Special Education Section.
- Pub Date—**June 82
- Note—**72p; For administrators' perceptions of training needs, see EC 162 167. For other related documents, see EC 162 159-165 and EC 162 168.
- Pub Type—**Reports - Research (143)
- EDRS Price - MF01/PC03 Plus Postage.**
- Descriptors—***Behavior Disorders, Elementary Secondary Education, *Inservice Teacher Education, Needs Assessment, *Resource Teachers, State Surveys, *Teacher Attitudes
- Identifiers—***Nebraska
- The report summarizes a needs assessment in the area of inservice training for teachers of behaviorally impaired students in Nebraska. Procedures for conducting the needs assessment are described in terms of three functions: planning (involving collaboration of a number of agencies), data collection (a Professional Development Needs Survey was designed and administered to classroom and resource teachers), and data analysis. Section one of the survey addressed content or skill areas that may be considered as topics for inservice efforts. Ss ranked curriculum content/materials in social skills/affective education as the top priority. Ss were also asked to indicate the amount of assistance they preferred and other persons they felt might benefit from inservice on that topic. In the second section, Ss ranked possible formats in terms of desirability and effectiveness (top choices for both questions were "hands on" experiences, salary credit, and college credit). In the final section, Ss revealed demographic data as well as information about inservice presentations, professional growth, support, and sources of frustrations. The study concludes with a list of recommendations for content priorities, amount of assistance, audience, and format. (CL)
- ED 243 263** EC 162 167
Grosenick, Judith K. Huntze, Sharon L.
Nebraska Training Needs Analysis for Behaviorally Impaired: Administrators' Perception.
Nebraska Univ., Lincoln. Dept. of Special Education.
- Spons Agency—**Nebraska State Dept. of Education, Lincoln. Special Education Section.
- Pub Date—**June 83
- Note—**44p; For teachers' perceptions of training needs, see EC 162 166. For other related documents, see EC 162 159-165 and EC 162 168.
- Pub Type—**Reports - Research (143)
- EDRS Price - MF01/PC02 Plus Postage.**
- Descriptors—***Administrator Attitudes, *Behavior Disorders, Elementary Secondary Education, *Inservice Teacher Education, Needs Assessment, State Surveys
- Identifiers—***Nebraska
- Nebraska administrators responded to a survey to identify needs in inservice training of teachers of behaviorally impaired students. A shortened version of the Professional Development Needs Survey was completed by 166 administrators (principals and special education directors) responsible for supervising programs in behavior impairment. When given a list of 21 content/skill topics, administrators

indicated individual counseling strategies and behavior management strategies as the top two. Ss further reported that there was a need for in depth (multiple content) work on priority areas. In terms of formats, Ss ranked "hands on," salary credit, and supervisory support as being most desirable and effective, while early bird sessions, weekend offerings, and panel discussions ranked lowest. Compared to the results of an earlier teachers' needs assessment, administrators' ranking of topics were similar except for coping with job related stress, which teachers ranked more highly. Consistency was found in ranking for high and low priority formats. Recommendations for content priorities, level of assistance, formats, and administrator inservice training conclude the report. (CL)

ED 243 264 EC 162 168

Grosnick, Judith, Ed. Huntze, Sharon, Ed.
Behaviorally Impaired Children in Nebraska: Perspectives on the Status of Services. Working Paper.

Nebraska Univ., Lincoln. Dept. of Special Education.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Special Education Section.

Pub Date—Jun 82

Note—56p; For related documents, see EC 162 159-167.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Agency Cooperation, *Behavior Disorders, Community Attitudes, *Coordination, *Delivery Systems, Elementary Secondary Education

Identifiers—Nebraska

The paper examines issues in the delivery of educational services to behaviorally impaired children and youth in Nebraska. Separate chapters focus on five problem areas, (professionalism, continuum of services within education, continuum of services across community agencies, interagency communication, and attitudes/expectations), each with an overview of the situation and suggestions for possible solutions. The effects of lack of administrative support, systematic information sharing, and professional direction on teacher performance are explored in the chapter on professionalism. Suggestions to promote professionalism touch on inservice needs, and clarity in program goals and teacher responsibility. Among problems cited regarding a continuum of services are lack of regular education alternatives and insufficient curriculum options at the secondary level. Alternative interventions for students at the building level are recommended, as is development of a teacher assistance team. The need for coordination of services beyond school is cited, and recommendations touch upon planning and financial issues. To remedy obstacles to interagency communication and collaboration, the report suggests emphasis on uniform data collection and information sharing across agencies. In a final area of difficulty, that of attitudes and expectations, suggestions are offered for enhancing community and educator understanding of the population. (CL)

ED 243 265 EC 162 169

Hendricks, Irene Sloan, Charles A.

A Study of the Impact of an Inservice Program on the Concerns and Needs of Secondary Teachers toward Mainstreaming.

Pub Date—[81]

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disabilities, *Inservice Teacher Education, *Mainstreaming, *Program Effectiveness, Secondary Education, *Teacher Attitudes, Teaching Experience

To investigate the impact of an inservice program on the concerns and needs of secondary teachers toward mainstreaming, questionnaires were administered to 127 experimental and 127 control teachers. Treatment consisted of an inservice program on mainstreaming conducted by an in-house consultant. The pre- and post-treatment questionnaires included information on demographics, mainstreaming needs, and teacher and administrator concerns toward innovation. Results revealed that the inservice program had little or no impact on the teachers' concerns or needs regarding mainstreaming. Findings supported previous research that has indicated teachers' negative attitudes toward mainstreaming and it was concluded that a more prolonged approach to familiarizing teachers

with various disability groups may be needed. Implications touched upon the importance of considering the administrative, organizational, and individual needs of teachers and the advisability of returning funding and control of special education to the local schools. (CL)

ED 243 266 EC 162 170

Resource Guide for Emotional Disabilities. Volume I.

Keystone Area Education, Elkader, Iowa.

Pub Date—83

Note—433p; Developed by the Division of Special Education. For Volume II, see EC 162 171.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—*Affective Behavior, *Behavior Disorders, *Behavior Modification, *Classroom Techniques, *Curriculum Development, Elementary Secondary Education, *Emotional Disturbances, Mainstreaming, Self Concept, Teaching Methods, Therapy

The first of a two volume series designed for teachers of students with emotional disabilities, this guide provides information on practical classroom techniques. The following topics are examined through article reprints, checklists, and discussion overviews (sample subtopics in parentheses): behavior management (management plans, intervention strategies/group dynamics, professional development, discipline, logical consequences); affective techniques (self concept improvement, values, self awareness, decisionmaking); therapeutic approaches (programmatic approaches, interactive techniques, adjunctive therapies, self change techniques); integration of the behavior disordered student (teaching adaptations, reintegration); and alternative curricula (the Engineered Classroom, cross age tutoring, an eclectic approach, and instructional modifications). (CL)

ED 243 267 EC 162 171

Resource Guide for Emotional Disabilities. Volume II.

Keystone Area Education, Elkader, Iowa.

Pub Date—83

Note—403p; Developed by the Division of Special Education. For Volume I, see EC 162 170.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Autism, *Behavior Disorders, Discipline, *Emotional Disturbances, Handicap Identification, Individualized Education Programs, *Legal Problems, Parent School Relationship, *Parent Teacher Cooperation, Recordkeeping, Student Evaluation

The second volume of a two-part resource guide for teachers of emotionally disabled students, this guide provides articles and informational items on aspects of serving this student population. The first section examines legal issues involved in conducting staffings, writing individualized education program objectives and understanding implications of disciplinary and management techniques. Section 2 focuses on the home-school partnership, with special attention to four areas: (1) informing and involving parents, (2) communicating with parents, (3) planning and monitoring the home/school relationship, and (4) developing a strong home management component. The third section is devoted to general information on autism and discussions of diagnosis and assessment, communication, and programming. A final section presents information on such assorted topics as observational techniques, student interviews, testing materials, and recordkeeping procedures. (CL)

ED 243 268 EC 162 172

Hatfield, Thomas A., Comp. Elam, Anne H., Comp.

Gifted and Talented in the Visual Arts.

South Carolina State Dept. of Education, Columbia.

Pub Date—83

Note—123p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Art Education, *Curriculum Development, Gifted, Program Development, *Program Evaluation, *Talent, *Talent Identification, *Visual Arts

Intended for practitioners involved in art and gifted education, the booklet presents practical information on programming for students gifted in the visual arts. A review of the research traces the development of the field from the 1920's to the present. California programming is cited as a foundation

to curriculum development by outlining skills and content in four major program components: aesthetic perception, creative expression, visual arts heritage, and aesthetic valuing. Sample program models cited include acceleration, multi-age grouping, resource/interest centers, mentorships, and "happenings." Examples of correspondence to parents, students, school personnel, and the general public are followed by four chapters on the following facets of identification: student characteristics; sample applications, procedures, and instruments; sample nomination forms; and sample final selection/screening forms. Program, student, and instructional process evaluation considerations are covered in the final chapter. (CL)

ED 243 269 EC 162 173

Sports, Games, and Outdoor Recreation for Handicapped Persons. Reference Circular No. 83-3.

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

Pub Date—May 83

Note—34p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Athletics, Camping, *Disabilities, Games, *Outdoor Activities, *Recreational Programs, Resource Materials

The reference circular lists information about sports, games and outdoor recreation for handicapped persons. Names and addresses of organizations promoting specific sports and athletic activities (from archery and baseball to weight lifting and wrestling) are listed, followed by organizations promoting multi-sport activities, national and international competitions, and sources of specially designed equipment (such as special outdoor electric wheelchairs and sport aids). The section on camping and wilderness recreation lists guides to camping facilities as well as wilderness training and expedition programs. Sources for purchasing adapted table games (checkers, bingo, etc.) are followed by information on six information centers and clearinghouses on the topic. The final section presents titles and publishers of 10 periodicals concerned with sports and recreation for handicapped persons. (CL)

ED 243 270 EC 162 174

Daniels, Roberta R. And Others

Creative Problem Solving for Gifted/Learning Disabled.

Pub Date—[83]

Note—9p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Delivery Systems, Elementary Secondary Education, *Gifted, *Learning Disabilities, *Problem Solving

Identifiers—*Creative Problem Solving Model

Difficulties inherent in the dual classification of gifted and learning disabled are analyzed, and research on the issue is reviewed. The Creative Problem Solving (CPS) Model is used to identify problems in service provision for gifted/learning disabled students. Areas of concern are listed and then expanded by using the five steps of the CPS model: (1) fact finding, (2) problem finding, (3) idea finding, (4) solution finding, and (5) acceptance finding. In the final step, general sources and types of assistance and resistance to acceptance are listed under the categories of money, availability of resources, availability of parents, knowledgeable persons, and implications of research. For example, under availability of resources, researchers are identified as possible sources of assistance in the form of diverse research, materials and information. (CL)

ED 243 271 EC 162 175

Bryant, Rita Storie Wierick, Dorothy

Developing a Secondary Mentor Program: A Guidebook.

Pub Date—Nov 83

Note—34p; Paper presented at the Annual Convention of the National Association for Gifted Children (30th, Philadelphia, PA, November 5-11, 1983).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Education, *Gifted, *Mentors, *Program Development, Secondary Education

The guidebook describes procedures for develop-

ing a secondary school mentorship program for career education of gifted students. Sample forms and records from a prototype designed by a graduate gifted education class are presented. An initial section presents answers to eight questions about the program that touch upon such aspects as program length, feedback, reassignments, and scheduling. Suggestions are outlined for determining student selection and responsibilities for program development are listed. A 25-week schedule is illustrated. Related activities of student, mentor, and teacher are listed for professional preparation, professional appearance and personal characteristics, performance skills, career assets and liabilities, and career impact. Suggestions for seminar topics are noted and the value of the student journal for examining facts and feelings is stressed. (CL)

ED 243 272 **EC 162 176**
Special Needs Guide for Technology Education

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.

Report No.—WSDPI-Bull-3258

Pub Date—83

Note—19p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Education, *Disabilities, *Disadvantaged, *Gifted, Student Characteristics, Teaching Methods, *Technology, *Vocational Education

Identifiers—*Special Needs Students

The guide is intended to help technology educators and administrators recognize the characteristics of students with special needs and modify the learning environment and instructional process appropriately. Standards applicable to special needs students from among 235 designed for general technological education are cited, and the background of legislative action on behalf of special populations is briefly reviewed. Information follows on identification of special needs learners (learner characteristics of disadvantaged, gifted and talented, and various types of handicapped students). Approaches to accommodating special needs students in technology education programs focus on the role of the individualized education program, modification of the physical environment, and modification of curriculum and instructional approaches (such as integration of career information with laboratory activities). A chart listing suggested instructional strategies for disadvantaged and gifted students along with students who have learning disabilities, mental retardation, emotional disturbances, orthopedic handicaps, visual handicaps, learning impairments, and speech impairments concludes the guide. (CL)

ED 243 273 **EC 162 177**

Wisconsin Hearing Conservation Program: A Guide for Nurses, Parents, School Personnel, Physicians. Revised.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children and Pupil Services.

Pub Date—Jul 83

Note—16p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiology, *Auditory Tests, Clinical Diagnosis, Diagnostic Tests, *Hearing Conservation, *Hearing Impairments, Screening Tests, *Speech and Hearing Clinics

Identifiers—*Wisconsin Hearing Conservation Program

The booklet describes Wisconsin's hearing conservation program designed to identify children with impaired hearing, provide diagnostic otologic examinations and evaluations for students with significant losses, provide medical care and educational intervention, and encourage local communities to continue hearing conservation programs. Statistics on the program (related to staff time and identification and followup services) are followed by examples of diagnosis from otologic clinic examinations. The remainder of the guide offers specific suggestions about hearing tests, including information on audiometer nomenclature and performance checks, screening criteria, precautions, post-screening procedures, use of tympanometry, and referral suggestions. Resources in the state for additional help are listed. (CL)

ED 243 274 **EC 162 178**

Pritchett, E. Milo Pullman, Robert J.

Handbook for Educators Involved in Vocationally Oriented Programming for Moderately Retarded Adolescents.

Wisconsin Univ., Eau Claire. Dept. of Special Education.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.

Report No.—WSDPI-Bull-4165

Pub Date—83

Note—305p.; For related document, see EC 162 180.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Agency Role, *Moderate Mental Retardation, Parent Role, *Program Development, *Program Implementation, Secondary Education, *Vocational Education

The handbook is designed to help teachers and administrators develop or improve vocationally oriented programs for moderately retarded students. The major topics addressed in the book were identified through a Delphi data gathering approach. Seven sections are arranged in the order that activities should occur in program modification and/or development (sample subtopics in parentheses): rationale for program development (value of work, cost benefits, legal compliance); identification of needs (role of steering committees, followup studies, identification of potential training, and employment sites); planning considerations (assessment of aptitudes, interests, and limitations); program implementation (delivery models, staff responsibilities); role of local business and industry (employment interviews, tax incentives); parent roles (participation as vocational team members, influence of development of work ethic); and service agencies' roles (interagency cooperation/coordination). An appendix presents a glossary of special and vocational education terms. (CL)

ED 243 275 **EC 162 180**

Piercy, David Niemi, Mike
Program and Functional/Vocational Curriculum for Mildly and Severely Handicapped Students in Self Contained Classrooms. (Grades K through 12).

Eugene School District 4J, Ore.

Pub Date—Mar 83

Note—277p.; For related document, see EC 162 178.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Basic Skills, Elementary Secondary Education, *Mild Disabilities, *Prevocational Education, *Program Development, Program Implementation, Self Contained Classrooms, *Severe Disabilities, *Vocational Education

This guide describes the development and implementation of a functional/vocational program for self contained severely and mildly handicapped students in grades K-12. The model emphasized instruction in skills needed by students to live as adults in the least restrictive way. Elementary children receive instruction in self contained classrooms and secondary students at a vocational living skills center. Nine steps in program development are discussed: identifying issues and concerns; developing and planning program criteria; collecting data and information; analyzing the information and developing goals and objectives; developing a format and placing goals in a hierarchical form; reviewing documents; revising and writing the final draft; implementing the program; and monitoring and evaluating the program. The bulk of the document is composed of the curriculum which specifies objectives in 11 areas (pre-language, pre-instructional response, academic readiness, functional academics, social skills, home living, personal living, community living, leisure skills, prevocational, and career awareness skills). (CL)

ED 243 276 **EC 162 181**

Lukose, Sara

The Memory-Metamemory Connection in Retarded and Nonretarded Students.

Pub Date—Aug 83

Note—40p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Memory, *Mental Age, *Metacog-

nition, *Mild Mental Retardation, *Recall (Psychology)

Twenty mildly mentally retarded students were matched with two groups of normal students, one of the same chronological age (CA) and one of the same mental age (MA), to examine the influence of age indices and metamemory on memory behavior in terms of recall accuracy and recall time. This was achieved using a metamemory instrument which was adapted for use with the retarded sample and included relevant recall tasks. Results of specific responses showed group differences when the nature of each question and the degree of sensitivity required to respond to it were considered. Recall accuracy measures showed that when tasks exhibited some organizational features, the retarded group was as accurate as the CA counterparts; when recall tasks were less organized, they responded much like their mental age counterparts. In terms of recall time, the CA matched group responded significantly faster than the MA matched group and retarded students on all tasks. Regression analyses on recall accuracy showed that depending on task characteristics, chronological age emerged as a significant predictor of recall in certain situations, and in others, mental age was a superior predictor. Metamemory responses in two tasks accounted for more variance than either CA or MA. Regression analyses on recall time indicated that MA was the single most powerful predictor here. (Author/CL)

ED 243 277 **EC 162 182**

Foster, Wayne K.

Impact of P.L. 94-142 on Local Education Agencies: Administrators' Responses.

Pub Date—[80]

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, *Compliance (Legal), *Disabilities, Elementary Secondary Education, Rural Areas, *School Districts, Urban Areas

Identifiers—*Education for All Handicapped Children Act

To investigate the impact of P.L. 94-142 (The Education for All Handicapped Children Act) on urban and rural local education agencies, surveys were completed by 17 urban and 19 rural administrators in Missouri. The open-ended instrument included five topics: level of P.L. 94-142 impact on the school district; type of impact; problems confronting the district that hinder compliance with P.L. 94-142; areas of major educational concern; and local, state, and federal economic factors hindering compliance. Among findings were the following: (1) that the impact of P.L. 94-142 was viewed as moderated by antecedent state legislation; (2) that drawbacks included increased paperwork and time requirements; and (3) that problems hindering compliance ranged from transportation and insufficient funding to lowered student enrollment. Recommendations addressed fiscal, administrative, and educational policy areas. (CL)

ED 243 278 **EC 162 183**

Gerardi, Robert J. And Others

Modify the P.L. 94-142 Regs. for I.E.P.'s.

Pub Date—[79]

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Compliance (Legal), *Disabilities, Elementary Secondary Education, *Individualized Education Programs, *Parent Participation, Parent School Relationship, Time

Identifiers—*Education For All Handicapped Children Act

The authors criticize the regulations of P.L. 94-142, The Education for All Handicapped Children Act, regarding individualized education programs (IEPs). It is suggested that although the underlying concepts of IEPs are sound philosophically and educationally, the IEP in practice is inefficient in terms of time and actually detrimental to appropriate programming. The obstacles to making decisions via the IEP committee are considered, including excessive requirements for parent participation in decision making. A compromise approach is suggested that would encourage substantial parental involvement in the initial IEP and less intensive participation in subsequent IEPs. (CL)

ED 243 279 **EC 162 184**

Telzrow, Cathy F. Williams, James L.
LD Discrepancy Formula: A Handbook.

Cuyahoga Special Education Service Center, Maple Heights, OH.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Jan 82

Contract—635-6B-81-E

Note—34p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Eligibility, *Handicap Identification, *Learning Disabilities, Student Evaluation, Test Use

Identifiers—Ohio

The booklet specifies procedures used in Ohio for determining the existence of a severe discrepancy between intellectual ability and achievement in learning disabled (LD) students. An introductory section outlines state regulations regarding eligibility criteria for determining LD. A three-step procedure is then described (and illustrated in a case example) for calculating the discrepancy score. Alternative methods of determining the discrepancy score are noted. Additional sections focus on tests used in the discrepancy formula. (Lists of specific tests are appended for basic reading scores, reading comprehension, mathematics calculation and reasoning, oral expression, listening comprehension, and written expression.) An approach to explaining the LD discrepancy formula to parents is described. (CL)

ED 243 280 EC 162 185

Ohio Guidelines for the Identification of Children with Specific Learning Disabilities (Including Differentiated Referral Procedures).

Cuyahoga Special Education Service Center, Maple Heights, OH; Ohio State Dept. of Education, Columbus. Div. of Special Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Jul 83

Note—58p.; For a related document, see ED 215 510.

Available from—Ohio Department of Education, Division of Special Education, 933 High Street, Worthington, OH 43085.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, *Eligibility, *Handicap Identification, Individualized Education Programs, *Learning Disabilities, Student Characteristics, *Student Evaluation, *Student Placement

Identifiers—Ohio

The guidelines focus on procedures for determining eligibility for services of children with specific learning disabilities. A 13-step process is delineated from the classroom teacher's response to individual learner needs through multifactorial evaluation team function to annual review and reevaluation. Throughout the process, special emphasis is given to differentiated referral procedures. Additional topics (with sample subtopics indicated in parentheses) include the following: individual learning differences; multifactorial evaluation (required areas of assessment); eligibility criteria for success (exclusion criteria); characteristics of children needing services (medical indicators and qualitative test data); discrepancy score limitations; determination of eligibility and need for services (data interpretation, team report); development of the individualized education program (conference activities); and alternatives for ineligible, low achieving children. Appended materials include guidelines for facilitating learning and directions for using the Classroom Observation Procedure and Protocol. (CL)

ED 243 281 EC 162 186

Dannenbaum, Joan E. Philos, Daphne A.

Descriptive Analysis of the OSE Marketing Program: Final Report [and] Executive Summary. Market Dimensions Inc., Arlington, VA.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—31 Oct 81

Contract—300-80-0846

Note—203p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, *Federal Programs, *Marketing, *Merchandise Information, Program Effectiveness, Program Evaluation

Identifiers—*Office for Special Education

The report presents findings from a study of the effectiveness of a marketing strategy to foster dis-

semination of special education materials developed with Federal funds (OSE-Office of Special Education). The report emphasized processes over products in the marketing program and draws on analyses from previous studies, interviews with marketing task force members and product developers, and summaries from a conference with commercial distributors. Each of eight chapters focuses on a series of key questions and concludes with a list of recommendations on the topic. Chapters examine the following aspects (sample subtopics are in parentheses): conceptualization and development of OSE products (origination, market research); market linkage project (MLP) services to product developers (use and effectiveness of services); and dissemination recommendations; MLP publisher liaison and product licensing (procedures for commercial distribution); publisher modification and distribution of OSE products (preparation for distribution, success and cost figures); consumer reaction to OSE products (perceived benefits); program monitoring (data collection regarding product effectiveness); and marketing program benefits and cost effectiveness. Appended information includes a list of licensed publishers and products. (An executive summary is also provided). (CL)

ED 243 282 EC 162 187

Bowe, Frank G.

Access to Information-Age Technologies: A Report on an Exploratory Project Examining the Issue of "Accessibility" for Handicapped and Older Persons to Emerging Information Technologies. Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.

Spons Agency—American Telephone and Telegraph Co., New York, N.Y.; National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date—Jan 84

Grant—G008300010

Note—39p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accessibility (for Disabled), *Disabilities, *Electromechanical Aids, Information Services, *Microcomputers

The project reviewed literature, surveyed manufacturers, and interviewed handicapped and elderly consumers of information-age technologies in an attempt to identify important accessibility issues with respect to emerging information technologies, particularly the personal computer. Results suggested that personal computers appear to be moving toward less rather than greater accessibility for persons with hearing, vision, mobility and learning limitations, and that the two most critical considerations are redundancy and transparency. Redundancy, the provision of information both visually and auditorially, will prove to be a major benefit to deaf and hearing-impaired, blind and visually impaired, learning-disabled and retarded individuals. Transparency refers to steps which make it impossible for the machine to "know" whether information is entered directly on its keyboard or through some other input mechanism; transparent technologies may be used by persons having difficulty manipulating keyboards, including many persons with arthritis and other physical limitations. Further work is necessary before formal standards for accessibility to information-age technologies may be formulated. A national conference of hardware and software manufacturers, disabled and elderly consumers and experts on accessibility was proposed. (Author/CL)

ED 243 283 EC 162 188

Saito, Akira

Special Education in Japan.

Pub Date—[83]

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, Eligibility, *Foreign Countries, Special Classes, *Special Education, Special Schools, *Student Placement

Identifiers—Japan

This paper examines the status of special education for mentally and physically handicapped children in Japan. Among the topics covered are these: (1) placement of students with "heavy" handicaps in special schools; (2) more mainstreamed placement of children with "light" handicaps; and (3) enforcement by prefectural and municipal governments of school attendance. A series of charts de-

picts the numbers of special schools and handicapped children attending special schools (for the blind, deaf, physically handicapped, health impaired, and mentally retarded); numbers of special classes in normal schools and handicapped children attending special classes; conditions of school attendance of pupils and students in the stage of compulsory education; and numbers of schools and pupils in special schools and in special classes in normal schools. Classification considerations for blind, deaf, mentally retarded, physically disabled, and "sickly" students are outlined. A chart illustrating procedures regarding school attendance concludes the paper. (CL)

ED 243 284 EC 162 189

Tomlin, Judy G. And Others

An Investigation of Listening and Reading Skill Development in Mildly Handicapped Children.

Pub Date—Nov 83

Note—15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 16, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Learning Disabilities, Learning Modalities, *Listening Skills, *Mild Mental Retardation, *Reading Skills, Student Characteristics

Identifiers—Durrell Listening Reading Series

To determine if patterns of listening and reading skill development in mildly handicapped children differed markedly from those of non-handicapped children, 180 learning disabled (LD), educable mentally retarded (EMR), and nonhandicapped (NH) children from rural and urban settings were given the Durrell Listening-Reading Series. A multivariate analysis of variance was conducted to determine the developmental patterns of listening and reading skills as a function of label and residence. Findings supported the contention that EMR and LD Ss differed in reading and listening performance as indicated by scores on the Durrell Listening-Reading Series. LD scored higher than EMR Ss on listening scores, although both groups scored significantly lower than the NH Ss. In reading, LD Ss' scores were more similar to EMR Ss than to the NH Ss. Data suggested that aural presentations may be preferable to visual ones for LD and EMR students. There was no relationship between Ss' place of residence and listening and reading skill. (CL)

ED 243 285 EC 162 190

Gifted and Talented Education: Elementary Curriculum Guide.

Corono-Norco Unified School District, Corono, CA.

Pub Date—84

Note—226p.; Developed by the Department of Instructional Services.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Curriculum Guides, Elementary Education, *English Instruction, *Gifted, Learning Activities, *Reading Instruction, *Science, Instruction, *Social Studies, *Talent

The curriculum ideas were developed by elementary teachers in a gifted and talented program. Five strands are incorporated throughout curriculum areas: development of problem solving skills, development of ethical standards, development of sensitivity and responsibility to others, development of a healthy self concept, and development of differential learning opportunities. Objectives and activities for each of the strands are delineated for five curriculum areas (sample subtopics are in parentheses): social studies (families, conservation, explorers, Latin American history, and U.S. history); English (dictionary skills, parts of speech, research skills); science (electricity, dinosaurs, food chains, human body, archaeology, prairie dogs); reading (comprehension, mythology, historical fiction, Shakespeare, and folklore). (CL)

ED 243 286 EC 162 191

Procedures for Nominating Potential Candidates for GATE Program and Screening and Nominating Form.

Corono-Norco Unified School District, Corono, CA.

Pub Date—[79]

Note—8p.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Gifted, Records (Forms), Screening Tests, *Student Characteristics, Student Evalua-

tion, *Talent, *Talent Identification

The form presents information on screening and nominating potentially gifted and talented students. Four categories of nominating factors are considered and described in terms of specific processes and examples of behaviors typical or characteristic of each process. Information on an 11-year-old Mexican child is given to illustrate completion of documenting data for four major categories (sample minor categories are in parentheses): academic functioning (group and individual achievement test data); cognitive functioning (memory, evaluation, convergent thinking); creative functioning (divergent thinking, personal qualities); and non-cognitive mastery areas (motivation, leadership, aesthetics). (CL)

ED 243 287

EC 162 192

Scott, Pat A.

Parent Handbook for G.A.T.E. Program. Programs for Gifted & Talented Students.
Corono-Norco Unified School District, Corono, CA.

Pub Date—[80]

Note—42p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Gifted, Parent Materials, *Parent Role, *Talent, Teacher Characteristics

This handbook is designed to provide parents with information about gifted children and the Gifted & Talented Education (G.A.T.E.) Program. An initial section reviews California legislation regarding gifted students. Characteristics of gifted and talented children are described and suggestions are given for parents to enhance young children's development. Common myths about gifted children are explored. Identification efforts focus on students with high intellectual ability and/or high achievement. Among goals of the gifted program are differentiated learning opportunities and opportunities for developing healthy self concepts. Program options are cited for elementary (cluster groups and special day classes) as well as secondary programs. Desirable characteristics for teachers of gifted students are listed. A final section discusses ways in which parents can help their children, including allowing time to daydream and understanding the difference between encouraging and pushing them. Organizations and resources for parents are listed, followed by resources for students. (CL)

ED 243 288

EC 162 193

Nichols-Watts, Linda Serebreni, Rigua Russell
Dictionary: Terms Used in Education of the Handicapped. First Edition.

Pub Date—83

Note—228p.

Available from—Professional Associations, Network Press, P.O. Box 902, Fayetteville, AR 72702 (\$12.50).

Pub Type—Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Advocacy, *Definitions, *Disabilities, Elementary Secondary Education, Federal Legislation, Federal Programs, *Individualized Education Programs, Organizations (Groups), Parent Role, Postsecondary Education, Resource Materials, State Programs

The book defines terms and presents information on various aspects of educating handicapped children. Definitions of over 1,000 terms used in the education of handicapped children are presented in four sections: general terms, terms from P.L. 93-112, terms from P.L. 94-142, and terms from the supplement to P.L. 94-142. Additional topics covered in the booklet are the following: tests used in the education of the handicapped (annotations on over 200 assessment instruments); questions and answers regarding the individualized education program; regulations regarding postsecondary education for the handicapped; information on private schools for the handicapped (including descriptions of 20 schools and camps); rights and responsibilities of parents of the handicapped (including sections on notice, consent, evaluation and placement, records, confidentiality, and hearing rights). Listings of state education agencies for the handicapped, organizations and agencies for the handicapped, federally mandated agencies for the handicapped, state and local advocacy groups, and offices for civil rights conclude the booklet. (CL)

ED 243 289

EC 162 194

Shepherd, Terry R.

Using Experience Language (LEA Variation) to Teach an Autistic-Like Child with a Visual Disorder to Read (and Write and Talk).

Pub Date—[Oct 83]

Note—34p.; Paper presented at the Conference of the Great Lakes Regional International Reading Association (5th, Springfield, IL, October 5-8, 1983).

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Autism, Case Studies, *Communication Disorders, Language Acquisition, *Language Experience Approach, Multiple Disabilities, *Parent Child Relationship, Personal Narratives, Visual Impairments

The author, a university professor, describes his experiences in teaching language to his autistic-like son who also has visual impairments. "Experience Language," an adaptation of Language Experience Approach (LEA) is described, and its contributions to the child's reading, writing, and talking are noted. Suggestions are made on the importance of working on all areas of communication (speaking, writing, reading) at all times, working toward independence in stages, and avoiding becoming restricted by routine. The use of food, color, and music in the child's learning is examined. The importance of home-school coordination and cooperation is emphasized. (CL)

ED 243 290

EC 162 195

Murphy, Lee, Ed.

Secondary Programming: The Model Concept.

Gallaudet Coll., Washington, D.C.

Pub Date—83

Note—66p.

Available from—Gallaudet College Press, Directions, Box 5664, Washington, DC 20016 (\$10.00 year, \$3.50 single copy).

Journal Cit—Directions; v3 n4 1983

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Development, *Deafness, *Demonstration Programs, Hearing Impairments, Models, Multiple Disabilities, Parent Participation, Program Administration, *Program Development, Secondary Education, Sexuality
Identifiers—*Model Secondary School for the Deaf DC

Twelve papers describe recent developments at the Model Secondary School for the Deaf (MSSD) on the campus of Gallaudet College. Topics covered include the following: MSSD's role as a change model; an Instrumental Enrichment project designed to increase adolescents' thinking skills; an approach integrating reading, English grammar, and composition into the English curriculum; a sexuality program for deaf youth; home management instruction through a training apartment program; approaches to fostering parent involvement; intercultural exchange through the American Field Service; support programs for students with multiple disabilities; MSSD's evaluation/supervision model; a project designed to evaluate existing curricula and institute changes focusing on higher order cognitive skills; and information services offered by MSSD's Learning Resources Center. (CL)

ED 243 291

EC 162 196

Thompson, Marie

Integrated Educational/Leisure Time Model for Deaf-Blind Children and Youth. Final Report.
Washington Univ., Seattle. Coll. of Education.

Spons Agency—Special Education Programs (ED- /OSERS), Washington, DC.

Pub Date—31 Aug 83

Contract—300-80-0645

Note—129p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Deaf Blind, *Leisure Education, *Multiple Disabilities, *Peer Teaching, Program Development, *Recreational Programs, Severe Mental Retardation, Swimming

The report describes the accomplishments of a swimming project to teach instructional objectives to deaf blind, severely-to-profoundly retarded students, using nonhandicapped high school and college students who were trained and paid as peer tutors. Tutors received hands-on as well as didactic training and were evaluated by means of pretests

and performance assessments. Initial pre-testing on gross motor, communication, and social skills was followed by development of short term objectives and individualized education programs. (Objectives are appended). Examples of child gains are cited, and it is suggested that the gains made by project Ss were the result of project activities. Further evaluative data include teachers' observations and an analysis of the percent of objectives achieved compared to the percent of objectives written for each child. The peer tutor component revealed positive changes in attitudes and awareness. The report concludes that the combined recreational and educational model can help facilitate the integration of handicapped and nonhandicapped students. Extensive appendices include project forms, correspondence and a final summary report from an external evaluator. (CL)

ED 243 292

EC 162 197

The Mentally Retarded Worker: An Economic Discovery. Report to the President. 14th Annual Report.

President's Committee on Mental Retardation, Washington, D.C.

Report No.—DHHS-OHDS-83-21031

Pub Date—83

Note—34p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Employer Attitudes, *Employer Employee Relationship, Employment Experience, *Employment Opportunities, *Employment Potential, Job Training, *Mental Retardation

The booklet examines potential contributions that can be made by mentally retarded workers and exposes common misconceptions about their employability. Initial sections introduce the nature of retardation and describe real-life situations showing economic benefits of employment to employers, taxpayers, and retarded persons themselves. Among the myths exposed are requirements for extra training, declines in productivity, increased injuries, difficulties with absenteeism and turnover, and requirements for extensive architectural modifications. Specific recommendations for increasing employment in this population are directed toward six groups (sample recommendations in parentheses): employers (subcontract work for sheltered employment); teachers, trainers, and program administrators (develop functional and relevant curricula); job development and placement specialists (provide adequate follow-up services); parents (maintain high expectations); mentally retarded persons (ascertain sources of help on the job); and federal, state, and local government staff (reduce lack of incentive for employment). (CL)

ED 243 293

EC 162 421

Child Abuse Amendments of 1983.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—House-R-98-159

Pub Date—83

Note—32p.; Report of the U.S. Congress, House of Representatives, Committee on Education and Labor, 1st Session. For related document, see EC 162 422.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adoption, *Child Abuse, Child Neglect, *Federal Legislation, *High Risk Persons, Infants, *Prevention, Staff Development
Identifiers—*Child Abuse Prevention and Treatment Act, Child Abuse Prevention Treatment Adoptive Reform Act

The booklet presents the report of the U.S. House of Representatives Committee on Education and Labor regarding the 1983 Child Abuse Amendments to the Child Abuse Prevention and Treatment Act and the Child Abuse Prevention and Treatment and Adoption Reform Act of 1978. The Amendment expands the definition of child abuse to include abuse by residential or home care staff, adds new provisions regarding infants at risk, provides a new thrust on prevention, stresses the importance of staff training, and requires an annual report from the National Center on Child Abuse and Neglect. Additional considerations focus on adoption of school aged and/or handicapped children. A review of the legislative background of the Child Abuse Prevention and Treatment Act is followed by data on awards and appropriations, by a cost estimate by the Congressional Budget Office, and by

the amended text of the legislation. (CL)

ED 243 294 EC 162 422

Child Abuse Prevention and Treatment and Adoption Reform Act Amendments of 1983. Hearings before the Subcommittee on Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, First Session (April 6, 11, and 14, 1983).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date—Apr 83

Note—601p.; For related document, see EC 162 421.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adoption, *Child Abuse, *Child Neglect, Ethics, Federal Legislation, Intervention, Medical Services

Identifiers—Adoption Reform Act, *Child Abuse Prevention Treatment, Reauthorization Legislation

Statements and papers presented to the U.S. Senate during 3 days of hearings on the Child Abuse Prevention and Treatment and Adoption Reform Act Amendments of 1983 are included in this document. Witnesses include physicians, psychologists, human services administrators, parents, heads of social service agencies, and organizations advocating adoption. Witnesses are questioned by members of the Subcommittee on Family and Human Services of the Committee on Labor and Human Resources. In addition, articles and publications on abuse and adoption and copies of letters on abuse and adoption are included. Among aspects addressed are ethical issues involved in the "Baby Doe" case, experiences of adopting children with special needs, status of child abuse demonstration projects, and the prevention of birth defects. (CL)

ED 243 295 EC 162 423

Jaworski, Anne Porter Schroder, Ann

A Multisensory Language Approach to the Introduction of the Alphabet to Hearing Impaired Preschoolers.

Pub Date—Jan 84

Note—81p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Alphabets, *Curriculum Development, *Hearing Impairments, Language Acquisition, Learning Activities, *Multisensory Learning, Preschool Education, *Reading Readiness

The project was designed to develop a multisensory, language-oriented curriculum to introduce the letters of the alphabet to six hearing impaired preschoolers. Every week a new letter is introduced via such tasks as art and cooking activities, snacks, beginning sound picture cards, yarn and lacing letters, sandpaper letters, alphabet string beads, and name cards. Evaluation of the curriculum's effectiveness was undertaken through 14 activities centered on the child's spontaneous usage and on labeling and identification tasks. Narrative reports of the Ss in the project are presented, and evaluation data are offered for each. Results revealed that the youngest students (2.5 and 3 years old) achieved the original goal of enhancing their receptive awareness to the letters of the alphabet and the older students (3.5 through 5) also increased their expressive skills. Recommendations are offered for older students and for extended activities. (CL)

ED 243 296 EC 162 424

Education of the Handicapped Act Amendments of 1983.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Report No.—Senate-R-98-191

Pub Date—Jul 83

Note—89p.; Report of the U.S. Congress, Committee on Labor and Human Resources of the U.S. Senate, 1st Session.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Deaf Blind, *Disabilities, Early Childhood Education, Educational Media, Elementary Secondary Education, Evaluation Methods, *Federal Aid, *Federal Legislation, Resource Centers

Identifiers—Congress 98th, *Education of the

Handicapped Act 1970, Reauthorization Legislation

The report summarizes 1983 Amendments to the Education of the Handicapped Act. The Amendments extend authorization for federal activities relating to the evaluation component, incentive grant program, and discretionary programs including regional resource centers, centers and services for the deaf-blind, the early childhood program, post-secondary education program, personnel and parent training program, recruitment and information, research, and instructional media. New programs for secondary education and transitional services are authorized. An initial section reviews legislative consideration and examines achievements of the above programs under the present law. The need for new initiatives in secondary education and transitional services is pointed out, with analysis of current status of vocational and employment preparation for handicapped youth. Following the cost estimate by the Congressional Budget Office and a regulatory impact statement, a section-by-section analysis of the amended law is presented. (CL)

ED 243 297 EC 162 425

White, Sheila J.

Antecedents of Language Functioning in the Deaf: Implications for Early Intervention: Project Summary.

Lexington School for the Deaf, New York, N.Y. Spans Agency—Department of Education, Washington, DC.

Pub Date—Jan 84

Grant—G007802094

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Deafness, Family Relationship, Infants, *Intervention, *Language Acquisition, *Mothers, Parent Child Relationship, *Program Effectiveness

Graduates (N=54) of a program for profoundly hearing impaired infants and their families were assessed from 1 to 6 years after leaving the program to determine the longitudinal effectiveness of the early intervention. Effects of five variables (sex, parents' educational levels, birth order, parents' hearing status, and age of intervention) on the Ss' early language functioning were measured, and later functioning was examined through teacher rating scales combined with the results of naturalistic classroom observations. Findings of maternal language analysis revealed that the maternal language repertoire appeared to reflect the mother's emotional state which, in turn, exerted long-term effects on the children. Remediation suggestions were offered for each of five key predictive variables: hearing status of the parents, educational level of the parents, age of intervention, sex of child, and presence of siblings. Conclusions stressed the need for attention to family functioning. (CL)

ED 243 298 EC 162 426

Project Challenge: Teaching the Kindergarten Gifted Child.

Appalachia Intermediate Unit 8, Ebensburg, Pa.; Hollidaysburg Area School District, PA.

Pub Date—[82]

Note—167p.; Document is on colored paper and may not reproduce well. Photographs will not reproduce.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Classroom Environment, *Gifted, *Kindergarten, Learning Activities, Lesson Plans, Program Descriptions, Program Development, Talent, *Talent Identification

This document attempts to provide guidelines for discovering giftedness in a preschool population and for setting up a program of instruction for kindergarten gifted children. Theoretical and operating principles for a gifted kindergarten program (Project Challenge) in Hollidaysburg School District, Pennsylvania are described. Preschool screening and identification information, psychological testing, and reporting the results to parents are first steps in the program. Initial evaluation then proceeds to and is incorporated into ongoing observation. A section on classroom organization describes the physical environment, materials used, routines, schedules, lesson plans, and the teacher's role. Procedures used to plan lessons and incorporate them into the daily schedule are reviewed, and a week's sample lesson plans are provided for thinking skills and talent lessons (intellectual, reading, math, science, creative, leadership, art, music, and psychomotoric). Ap-

pendent material includes information on characteristics of gifted and talented preschoolers, and a discussion of differentiated programming. (CL)

ED 243 299 EC 162 427

Flynn, Morita N.

Project WISP/Outreach: Parent Program Manual.

Wyoming Univ., Laramie.

Spans Agency—Office of Special Education (ED), Washington, D.C. Handicapped Children's Early Education Branch.

Pub Date—Sep 83

Note—38p.; Developed by the Department of Speech Pathology/Audiology. Product of the HCEEP First Chance Demonstration Project.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disabilities, Evaluation Methods, Infants, *Intervention, *Parent Education, *Parent Participation, Parent School Relationship, Preschool Education, Program Evaluation

The manual sets forth guidelines on developing a parent involvement component as part of an early intervention effort for handicapped children. Modeled after Project WISP (Wyoming Infant Stimulation Program), the guidelines emphasize the role of the parent coordinator in communicating with parents and acting as a resource person. Parent orientation activities are noted, and the function of the buddy system (which pairs a new parent to one established in the program) is explored. Parent and family needs are identified, and a written parent education plan is formulated. (Examples of goals, objectives, activities, and evaluation methods are given.) Parent involvement includes a series of home visits conducted by the parent coordinator, group meetings for information/support, parent volunteers in the classroom, parent newsletters and calendars, and advocacy training. A brief summary of evaluation methods is followed by several forms, including a parent needs checklist and a home visit report. (CL)

ED 243 300 EC 162 428

Austin, Bruce A.

Motivations for Television Viewing among Deaf and Hearing Students.

Pub Date—Mar 84

Note—20p.; Paper presented at the Annual Convention of the Eastern Communication Association (Philadelphia, PA, March, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Hearing Impairments, Higher Education, *Leisure Time, *Motivation, *Student Attitudes, *Television Viewing

Motivations for watching television were compared for 128 hearing and 178 hearing impaired freshman students at a technical college. The questionnaire consisted of 31 television viewing motivation items, a list of program titles for frequency and enjoyment information, attitudinal statements, and demographic items. Ss reported the amount of time they watched TV on an average daily basis. Factor analysis revealed seven motives, three of which were significantly different for hearing and hearing impaired Ss: viewing for learning and information, viewing for arousal or excitement, and viewing for companionship. Deaf Ss were more likely to view TV for the purpose of learning and information. Viewing for arousal or excitement and viewing for companionship were among the best predictors of the respondents' attachment to the medium, their amount of daily television consumption, and their perception of TV's reality in portraying life. (CL)

ED 243 301 EC 162 429

Kellogg, Robert

Computer Management: I.E.P. in the Stevens Point, Wisconsin Public Schools.

Pub Date—24 Mar 83

Note—37p.; Paper presented at the Council of Administrators of Special Education Computer Use Conference (Indianapolis, IN, March 24, 1983).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Managed Instruction, *Disabilities, *Individualized Education Programs, *Management Information Systems

An administrator describes a systematic approach to develop, store, and recall individualized education programs (IEPs) for handicapped students. The

approach is designed to reduce time requirements and make classroom supervision and long term student data management more efficient. A thesaurus (presently, over 4,000 entries are stored in the Burroughs 6700 memory) of area, task, and skills (with numeration for computer usage) for behavioral objectives (appended) lists behaviorally based objectives for use in developing the IEPs. Thirty-three areas are represented in the thesaurus, including articulation, basic concepts, community management, gross and fine motor coordination, mathematics, reading skills, social interaction, vocabulary, and sensory/experience integration. Areas are further broken down into tasks and skills. The completed list of objectives is entered into the computer, and a mini-IEP and a longitudinal review of student progress are produced. The system can be used prior to yearly reviews, as well. Additional appended material includes sample IEPs (in computer printout form) developed using the approach. (CL)

FL

ED 243 302 FL 014 288

McGuinness, Karen Lee Edwards, J. David
Influence, Effectiveness and Language Policy: A
Political Action Workshop.
Joint National Committee for Languages, Washington, DC.

Pub Date—81

Note—16p; Prepared for the Council for Languages and Other International Studies. Developed for TESOL's (Teachers of English to Speakers of Other Languages) Summer Institute (New York, NY, July 24-26, 1981).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Activism, *Educational Policy, Legislation, Networks, *Politics, *Power Structure, *Public Policy, *Second Language Instruction

A model is provided for a political action workshop to educate individuals in the political process and productive participation. The workshop begins with a quiz designed to make the participant recognize the inadequacy of his political involvement and of political involvement in the country in general. A segment on the legislative and policy process includes an outline of the development of a piece of legislation, discussion of the political nature of the process, study of the budget process, and examination of other impact points, such as appointments, regulations, and elections. An exercise follows that has participants analyze a specific piece of legislation, examine the importance and effects of mail in the process, and write a letter intended to influence the course of the legislation. A segment on affecting legislation considers the roles of these elements: information, action, organization, knowledge, and involvement. A concluding, organizational segment on building a network discusses identifying specific political needs, looking at the record, building networks, and beginning action. In this stage, participants are encouraged to make specific commitments to action. Worksheets for various segments of the workshop are appended. (MSE)

ED 243 303 FL 014 307

Perkins, Kyle El-Ezaby, Yehia
Evidence of Arabic Interference in Item Performance Data from the ALIGU Test.

Pub Date—Mar 84

Note—20p; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Arabic, *English (Second Language), Error Patterns, *Grammar, *Interference (Language), Second Language Instruction, *Second Language Learning, Standardized Tests
Item responses by adult Egyptian native speakers of Arabic on the ALIGU test battery were analyzed statistically to determine which items deviated significantly from the expected frequency of correct responses, and which item distractors were chosen most frequently. Thirty-two of 100 grammar responses showed significant incorrect responses, and on each, students chose a particular distractor more often than could be expected by chance, initially suggesting native language interference. Of these 32 items, only 8 occurred frequently in the lowest proficiency group, and 7 occurred only in the highest proficiency group. Seventeen appeared only in the middle proficiency group's responses. Clear evidence of Arabic interference appeared in 23 of the 32 items. Another four showed some possible interference, and five showed none. Of those five, two or three were among the items with which even the most proficient speakers had difficulty, and all showed errors characterized as developmental and not interference-related. The results suggest that the less proficient subjects relied more on their native language than the more proficient subjects. The test validates earlier research, and identifies certain grammatical structures that should be taught with a "remedial approach" using review, contrast, and re-review techniques. (MSE)

ED 243 304 FL 014 308

Foreign Language Assistance for National Security Act of 1983. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, First Session on H.R. 2708.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—27 Apr 83

Note—55p; For a related document, see ED 235 683. Portions contain small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, *Federal Aid, *Federal Legislation, Hearings, Higher Education, National Security, *Program Development, *Second Language Instruction Identifiers—Congress 98th

The text of H.R.2708, the Foreign Language Assistance for National Security Act of 1983, is presented and a transcript of the testimony given at the hearings is provided. The purposes of the bill are to further national security and improve the economy of the United States by providing grants (1) for the improvement of proficiency in critical languages, (2) for the improvement of elementary and secondary language instruction, and (3) to reimburse institutions of higher education to promote the growth and improve the quality of postsecondary foreign language instruction. The testimony includes the statements and prepared materials of James E. Alatis, Earl L. Backman, Richard L. McElheny, Ramon Santiago, and Congressman Paul Simon. (MSE)

ED 243 305 FL 014 309

Chock, Roberta

Getting ESL Students to STRIP! (Smile, Talk, Relax, Interact, Participate).

Pub Date—10 Mar 84

Note—16p; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).

Pub Type—Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, *Classroom Techniques, *English (Second Language), *Second Language Instruction, Student Attitudes, *Student Participation, Student Teacher Relationship

Techniques for getting students of English as a second language to communicate in the classroom beginning on the first day are based on a relaxed classroom atmosphere and a well-prepared teacher. First-day activities should be well-planned, clearly presented, and move at a pace that keeps students' attention. The goal is for students to respond with a "yes" or "no" answer at least once during the period, with participation balanced among the students. To avoid the need for teacher note-taking, the period can be tape recorded. Activities that are fun, give equal opportunities for participation, help students lose self-consciousness, move from student to student, and provide encouragement are the most productive. Teachers should be careful not to inquire about students' home governments, occupations, families, or families' occupations, discussion of which could raise students' anxiety levels. Suggested first-day activities include (1) student self-introductions using descriptive adjectives or verbs beginning with their initials; (2) descriptions of students' native countries; (3) mutual interviews and introductions; (4) descriptions and discussions of fabrics; (5) descriptions and discussions of unseen objects and gadgets; (6) guessing games; (7) discussions of new uses for old items; (8) descriptions of

typical native toys; (9) descriptions of pictures; and (10) building model towns and farms with blocks, tape, labels, and colored paper. (MSE)

ED 243 306 FL 014 310

Perkins, Kyle Parish, Charles

Direct Versus Indirect Measures of Writing Proficiency: Research in ESL Composition.

Pub Date—Apr 84

Note—35p; Paper presented at the Annual Meeting of the Illinois Teachers of English to Speakers of Other Languages/Bilingual Education (Chicago, IL, April 6-7, 1984).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*English (Second Language), Higher Education, Language Processing, *Revision (Written Composition), *Second Language Instruction, *Sentence Structure, *Writing Evaluation, *Writing Skills

A comparison of measures of the attained writing proficiency of 45 college-level students of English as a second language is reported. Students were tested by two indirect measures, the Test of the Ability to Subordinate (TAS) and the Revision and Editing Test (RET), and their compositions were evaluated by a direct measure, holistic evaluation. The TAS consists of 45 questions requiring students to combine two or more sentences with any form of subordination. The RET asks questions requiring an understanding of units larger than the sentence and the ability to improve sentences or sentence groups. Results of the two tests were compared with the holistic composition evaluation, the criterion measure, and it was determined that: (1) the TAS has higher reliability and validity than the RET for these subjects; (2) neither test has concurrent validity with the holistic evaluation; (3) the revision and editing subparts are of equal difficulty for this group but assess different constructs as they were designed to; and (4) this study's findings on the holistic evaluation's composition profile differ markedly from previous researchers' conclusions. Despite finding number 2, it was concluded that the holistic scoring profile guide and RET provide similar criterion-related information for assessment, placement, exemption, certification, and promotion. Statistical analysis results and references are included. (MSE)

ED 243 307 FL 014 311

Parish, Charles Perkins, Kyle

Using Tests of Anaphoric Reference in ESL Reading.

Pub Date—Mar 84

Note—18p; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cloze Procedure, Comparative Analysis, Connected Discourse, *English (Second Language), Form Classes (Languages), Language Processing, Language Tests, Multiple Choice Tests, *Pronouns, *Reading Comprehension, *Reading Instruction, *Second Language Learning, Test Reliability, Test Validity

This study investigates the extent to which beginning to advanced students of English as a second language (ESL) understand antecedent/anaphora relationships in written discourse. The findings are related to previous research on anaphoric reference in first and second language contexts, emphasizing the significance of this factor in measurement of language acquisition. The instruments used for elicitation were two Tests of Anaphoric Reference-Multiple Choice and two Tests of Anaphoric Reference-Cloze Format. Subjects were 50 full-time college-level ESL students with eight different native languages. Five factors of comprehension of anaphoric reference were studied: (1) the relevance of students' proficiency levels on test performance, (2) recognition versus production performance, (3) the effect of numbers of antecedents, (4) the effect of types of pronouns tested, and (5) the effects of the distance between anaphora and antecedent. Results indicate that for three of the four separate tests used, proficiency level was a significant factor; production was more difficult than recognition; the number of antecedents did not affect pronoun assignment; a significant difference in performance was found on the cloze tests but not on the multiple choice tests for three types of pronoun; and distance between anaphora and antecedent made a difference with

cloze tests but not multiple choice tests. (MSE)

ED 243 308 FL 014 312

Maculaitis, Jean D'Arcy

Banned Language: The Urge to Purge.

Pub Date—Feb 81

Note—15p; Paper presented at the Annual English as a Second Language Conference of the Manitoba Department of Education (9th, Manitoba, Canada, February 16-17, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Discrimination, *Attitude Change, Change Strategies, Classroom Techniques, Cultural Background, English (Second Language), *Ethnicity, Hispanic Americans, Instructional Materials, *Language Usage, Media Selection, Puerto Ricans, Racial Bias, Self Esteem, Sex Bias, *Social Bias, *Stereotypes, Teacher Attitudes, Teacher Responsibility
Issues of social discrimination, of all kinds and in all forms in teaching are discussed. Sexism, racism, ageism, bias by commission versus omission, other objectionable stereotypes, and the difference between accurate portrayal and the ideal are defined. Sixteen suggestions are given for choosing or developing language arts instructional materials that present unbiased views of people. The suggestions focus on the distribution of males and females in the materials; illustration styles; realism of portrayal rather than stereotyping; role portrayal; values attribution; and inclusion of cultural, religious, and ethnic events from a variety of minority groups. Teachers are encouraged to deal directly with issues of bias, talking openly and fairly with students, sensitizing them to bias and suggesting ways to correct it. (MSE)

ED 243 309 FL 014 313

Limited English Proficiency Students in Wisconsin: Cultural Background and Educational Needs. Part IV: Hispanic Students (Cuban), Indochinese Students (Cambodian), Native American Students (Chippewa).
Wisconsin State Dept. of Public Instruction, Madison.

Report No.—WSDPI-Bull-4104

Pub Date—83

Note—154p; For parts I to III, respectively, see ED 221 054, ED 214 373, and ED 221 055.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—American Indians, Bilingual Education, Cambodians, Cubans, *Cultural Background, *Educational Needs, Elementary Secondary Education, English (Second Language), Ethnic Groups, Hispanic Americans, Immigrants, *Limited English Speaking, Program Development, State Programs, State Surveys
Identifiers—Chippewa (Tribe), *Wisconsin

In an effort to meet the special educational needs of limited English proficient (LEP) language minority groups in Wisconsin, a series of manuals was developed to acquaint teachers, administrators, and the public with the groups, their needs, and the existing programs to meet them. This volume is introduced by a chapter entitled "Historical Landmarks of Bilingual Education in Wisconsin and the United States" and a discussion outline on various types of programs for meeting the needs of limited English proficient students in Wisconsin (both by Frank M. Gritter). The three following chapters focus on each of three minority groups: Cubans, Cambodians, and Chippewa Indians. Each of these chapters contains an essay on the cultural background and educational needs of the group, three supplementary readings, and a list of resources and suggested readings. A final chapter on developing English language skills with LEP students includes two publications of the Center for Applied Linguistics: "Hints for Tutors" and "Continuing English Studies During the Summer—Hints for Sponsors and Teachers of School-Age Children." (MSE)

ED 243 310 FL 014 314

Gonzalez, Rene C.

Collaborative Research and Inservice Education for Teachers of Students with Limited English Proficiency.

National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Pub Date—Sep 83

Note—55p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Education Programs, Case Studies, *Cooperative Planning, *Educational Research, Elementary Secondary Education, *Inservice Teacher Education, Institutional Cooperation, *Limited English Speaking, *Research and Development

Identifiers—*Collaborative Research

The process by which four separate school districts implemented collaborative research to examine and improve their inservice training for teachers of bilingual students is presented. The sites were in a major far west city, a small southwestern town with a Mexican-American majority, a large southeastern school district, and two neighboring districts in the northeast. The four programs were federally funded for one year and involved teams composed of a teacher, a researcher, and a trainer/developer researching techniques and strategies of inservice training to develop into active programs. A first conclusion from the four projects reported on was that readiness within the district for such an effort was a fundamental factor in the program's success. A second conclusion was that the collaborative research process progressed in three stages requiring clearly defined researcher behavior: (1) orientation and discussion of the school's collective needs; (2) a period of consolidation, focusing on the similarities of needs across programs and developing a research design and instruments in keeping with the practitioners' frame of reference; and (3) data collection and verification, leading to design and evaluation of the final inservice plan. It was also found that teacher participation in the research design process contributed to the project's success, and that the projects were an important professional development process for the teachers involved. It is suggested that rather than label and separate the native language, standard English, and bilingual efforts, the district group them all under the rubric, "language transitioning." (MSE)

ED 243 311 FL 014 315

Carrell, Patricia L.

Facilitating Reading Comprehension by Teaching

Text Structure: What the Research Shows.

Pub Date—Mar 84

Note—34p; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Students, Advanced Courses, *Discourse Analysis, *English (Second Language), Intensive Language Courses, Literature Reviews, *Reading Comprehension, *Reading Research, *Second Language Learning
Identifiers—Text Structure

The limited existing research on text structure and its effects on reading comprehension in English as a native language and English as a second language (ESL) is reviewed, and studies that have shown facilitating effects on first language reading comprehension of explicitly teaching text structure are discussed. A research project in progress that addresses the question of whether ESL comprehension can be facilitated by teaching text structure is described. The study, using a heterogeneous group of advanced ESL students in an intensive English program, involves a training program in text structure, comprised of five hour-long sessions within one week and integrated into the regular ESL reading classes, with much student interaction and individual corrective feedback. A control group not receiving the training simultaneously undergoes the regular curriculum. One pre- and two post-tests are administered, one post-test immediately following the training and one three weeks later. The expected result is that trained students will perform better than controls on both post-tests and on independent measures of reading ability, as was the case in the pilot study. A bibliography and a chart of four types of top-level organization of expository text are included. (MSE)

ED 243 312 FL 014 335

Carrell, Patricia L.

Some Causes of Text-Boundness and Schema Interference in ESL Reading.

Pub Date—Mar 84

Note—24p; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (18th, Houston, TX, March

6-11, 1984).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cognitive Style, Discourse Analysis, *English (Second Language), *Language Processing, Language Skills, *Reading Comprehension, *Reading Difficulties, *Reading Research, Reading Skills, *Second Language Instruction

Identifiers—*Schema Theory

Although successful reading comprehension is described as the interaction of text-based processes and processes related to the reader's existing background knowledge or schemata, under different conditions readers show different patterns of text-based versus knowledge-based processing. Recent research suggests that students of English as a second language (ESL) rely on one or the other process for comprehension, excluding the other. One explanation touches on schema availability, schema activation, skill deficiencies, conceptions about reading in a second language, and individual differences in cognitive style. Research supports the idea that the absence of the content and formal schemata appropriate to a particular text can cause processing difficulties. When schema are available, the text may not contain enough lexical cues to activate them. A unidirectional reading style (text-biased or knowledge-biased) may also be brought out by two opposing skill deficiencies, of linguistic and reading skills. Students may also misunderstand the purpose of ESL reading and the processes expected of them, perhaps as a result of overemphasis on the decoding process, reading passages that are not relevant to readers' interests, and tests stressing literal content. Further research is also recommended on differences in ESL reading comprehension styles similar to other manifestations of cognitive style. (MSE)

ED 243 313 FL 014 336

Carrell, Patricia L.

Text as Interaction: Some Implications of Text Analysis and Reading Research for ESL Composition.

Pub Date—Mar 84

Note—20p; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *Discourse Analysis, *English (Second Language), Interaction, Literature Reviews, *Reading Research, *Second Language Instruction, *Writing (Composition), *Writing Instruction

Recent theoretical advances in text analysis and reading comprehension research are discussed and some implications for the related domain of textual interaction in composition in English as a second language (ESL) are suggested. The reading comprehension research reviewed is research from the perspective of written text as communicative interaction, especially the empirical findings that appear to have direct implication for ESL composition instruction. The implications include the suggestion that teaching ESL writers about the top-level rhetorical organization of expository text, teaching them how to choose an appropriate plan to accomplish specific communication goals, and teaching them how to signal a text's organization through appropriate linguistic devices should all function to make ESL writing more effective. (Author/MSE)

ED 243 314 FL 014 337

Hinds, John Tomiyama, Machiko

Transfer Versus Developmental Errors in Second Language Acquisition.

Pub Date—Mar 84

Note—31p; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—English (Second Language), Evaluative Thinking, *Interference (Language), Language Research, Literature Reviews, Opinions, Research Methodology, *Research Problems, *Second Language Learning, *Transfer of Train-

ing

The concept of language transfer as discussed in Dulay, Burt, and Krashen's book, "Language Two," is critically examined. It is suggested that the work's major thesis, that language transfer, or interference, is relatively low for second language acquisition, is unproven. A survey of the research reports cited to support this claim showed that the authors of the book had (1) used articles containing faulty analyses, (2) misrepresented the claims of certain articles, and (3) incorrectly interpreted research results. In some cases, the results cited as similar were not comparable because of differing research definitions, that quotations were taken out of context or given new interpretations, and that some evidence cited as conclusive can also be interpreted as ambiguous. It is proposed, based on this review, that there is no unambiguous support in the literature cited by Dulay, Burt, and Krashen to substantiate the claim of limited language transfer in second language acquisition. A brief survey of research reports that promise to provide insight into the process of second language acquisition concludes the review. (MSE)

ED 243 315 FL 014 338

Labrie, Normand

La vitalité ethno-linguistique et les caractéristiques socio-psychologiques de l'individu vivant en milieu bilingue (Ethnolinguistic Vitality and the Socio-Psychological Characteristics of the Individual Living in a Bilingual Environment).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Spons Agency—Quebec Dept. of Education, Quebec.

Report No.—ICRB-B-133; ISBN-2-89219-139-4

Pub Date—84

Note—126p.

Language—French

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Acculturation, Affective Behavior, *Bilingualism, Ethnology, Foreign Countries, *Individual Characteristics, *Language Attitudes, Language Research, *Learning Motivation, *Second Language Learning, *Social Environment, Social Psychology, Sociolinguistics

Identifiers—*New Brunswick

A study in Moncton, New Brunswick, of second language use by language minorities and native language maintenance as it relates to the linguistic groups' vitality and the individuals' attitudes toward these groups is reported. Seven research hypotheses were proposed: (1) The first language group's perception of the second language group's vitality will determine the integrative tendency of the first language group. (2) When the first language group's vitality is perceived as superior, the fear of assimilation and loss of the language does not occur. (3) When the second language group's vitality is perceived as superior, the threat of losing the first language and fear of assimilation will be observable. (4) The affective situation will determine the frequency of contact of second language group members with each other relative to their contact with first language group members. (5) The relative frequency and quality of contact of a member of the second language group with the different groups' members will determine his linguistic confidence. (6) This confidence will determine his motivation to learn and speak the first language. (7) Aptitude and motivation will influence both linguistic and paralinguistic aspects of his language behavior. Results confirmed hypotheses (4), (6), and (7), did not confirm (1), and left questions concerning the others. (MSE)

ED 243 316 FL 014 339

Castellanos, Diego Leggio, Pamela

The Best of Two Worlds: Bilingual-Bicultural Education in the U.S.

New Jersey State Dept. of Education, Trenton. Office of Equal Educational Opportunity.

Spons Agency—Department of Education, Washington, DC.

Pub Date—83

Note—290p.

Available from—Office of Equal Educational Opportunity, New Jersey Department of Education, 225 W. State St., CN 500, Trenton, NJ 08625-0500 (free while supply lasts).

Pub Type—Historical Materials (060)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Acculturation, Activism, Adult Education, *Bilingual Education, Civil Rights, Court

Litigation, Demography, *Educational History, Elementary Secondary Education, *English (Second Language), Ethnicity, *Federal Legislation, Government Role, Government School Relationship, *Immigrants, *Language Attitudes, Language Proficiency, Program Evaluation, School Desegregation, Second Language Instruction

This history of bilingual education in the United States begins with the advent of the Spanish in the early 16th century, and traces the development of the phenomenon to the present. Chapters cover (1) early immigration of Spanish and Germans before the Revolution, (2) early 19th century xenophobia, (3) bilingual schooling in the early 19th century, (4) bilingual education's decline in the late 19th and early 20th centuries, (5) the Puerto Rican influx in the mid-20th century, (6) the rise and failure of instruction in English as a second language (ESL), (7) the 1960s renaissance of bilingual education, (8) the federal bilingual act (Title VII of the Elementary and Secondary Education Act of 1965) and its implementation, (9) the ethnic awareness movement of the mid-1970s, (10) the peak of the bilingual movement, and (11) the aftermath of the Lau v. Nichols ruling. Also included are chapters on (1) variations on the bilingual concept, (2) a comparison of concepts of bilingual education and school desegregation, (3) the status of bilingual education in the bicentennial year, (4) program evaluation efforts and results, (5) denial of educational services to undocumented immigrants and challenges to Lau remedies, (6) issues of accountability, (7) foreign language deficiencies and linguistic chauvinism in American society, (8) the increasing need for bilingual instruction due to immigrant influx and other needy language minorities, (9) the 1979 proposed Lau regulations, (10) the recent shrinkage of the federal role in education, (11) headline immigrant language issues, (12) jeopardy to some individual rights, and (13) some projections and suggestions. (MSE)

ED 243 317 FL 014 340

Clark, John L. D. Jorden, Eleanor H.

A Study of Language Attrition in Former U.S. Students of Japanese and Implications for Design of Curriculum and Teaching Materials. Final Project Report.

Center for Applied Linguistics, Washington, D.C. Spons Agency—Japan - U.S. Friendship Commission, Washington, D.C.

Pub Date—May 84

Grant—82-11

Note—80p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Case Studies, College Second Language Programs, College Students, Curriculum Design, *Curriculum Development, Higher Education, *Instructional Materials, Intensive Language Courses, *Japanese, *Language Skills, Material Development, Questionnaires, *Second Language Instruction, Surveys

Identifiers—Cornell University NY, *Language Attrition

A comparison of the end-of-study versus months-to-years later levels of language proficiency of 49 students of Japanese at Cornell University, from both intensive and nonintensive programs, is reported. In addition to academic records and performance on the Japanese Proficiency Test, data obtained from a comprehensive background questionnaire covering language training and contact, relevant travel, language attitudes, motivation, learning style preferences, self-evaluation of language skills, other related information, and results of several interviews and case studies were analyzed. It was found that: (1) the questionnaire developed for this study was highly appropriate for obtaining student-based information concerning language-learning background, skill levels, and other data relevant to language attrition; (2) attriting and nonattriting students differed little in initial language ability or formal language training; (3) decreases in proficiency over time were inversely related to degree of language use; (4) attrition may be skill-specific; (5) case studies corroborated group data analyses; and (6) re-acquisition of skills might be faster with familiar rather than unfamiliar language learning materials. Results suggest that studies of changes in student performance use a test battery providing both general assessment and a more highly diagnostic, item-by-item probing of language elements, and that future studies include analyses of attrition patterns for subgroups at several proficiency levels as well as whole-group analy-

ses. The questionnaire is appended. (MSE)

ED 243 318 FL 014 341

Bilingual-Crosscultural Teacher Aides: A Resource Guide.

California State Dept. of Education, Sacramento. Office of Bilingual Bicultural Education.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—84

Note—61p.

Available from—Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (\$3.50, plus sales tax for California residents).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Biculturalism, *Bilingual Education Programs, *Bilingual Teachers, Financial Support, Inservice Teacher Education, Legal Responsibility, Literature Reviews, *Teacher Aides, Teacher Education, Teacher Qualifications, Teacher Responsibility, *Teacher Role, *Teacher Selection

Identifiers—*California

The guide is intended as a resource for California school district personnel who need to revise or establish criteria for hiring and training bilingual-crosscultural teacher aides. An introductory chapter documents the need for bilingual teachers and bilingual-crosscultural aides, hiring and training needs and provisions, and regulations concerning the school district's role in this process. A chapter of legal background information outlines the legal definition of a bilingual-crosscultural aide, school district administrative responsibilities, the qualifications and responsibilities of the aides as defined in various state codes, and program and staffing requirements for kindergarten through grade 6 and for grades 7 through 12, including specific information for each type of group or individual learning program. A review of related literature looks at the role of the teacher aide, training programs, effectiveness in role performance, the need for a theoretical base, and recommendations for action. A chapter covering the selection, hiring, and training of aides outlines minimum entry-level and long-range target qualifications and the process of establishing district criteria, and contains a checklist and procedural recommendations. Suggested role functions of the aide and areas where aide training may be needed within the curriculum are charted in a subsequent section, and a concluding chapter presents information about the training and financial assistance available to candidates wishing to pursue career-ladder teacher training opportunities. (MSE)

ED 243 319 FL 014 342

A Handbook for Teaching Portuguese-Speaking Students.

California State Dept. of Education, Sacramento. Office of Bilingual Bicultural Education.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—83

Note—117p.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (\$4.50, plus sales tax for California residents).

Pub Type—Guides - Non-Classroom (055) — Historical Materials (060) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Bibliographies, *Bilingual Education, *Bilingual Students, Community Organizations, *Curriculum Development, Dialects, Educational Attitudes, *Educational Strategies, English (Second Language), Enrollment Rate, Ethnicity, Immigrants, Language Attitudes, Language Maintenance, Language Usage, *Limited English Speaking, *Portuguese, Reading Instruction, School Districts, Second Language Instruction, Sociocultural Patterns, Statewide Planning

Identifiers—*California

The handbook, intended to assist California school personnel in understanding the Portuguese language minority group, is designed for use by bilingual education specialists, administrators, and other teachers. An introductory section presents several vignettes of language situations in the schools. Two subsequent chapters outline general background information concerning the Portuguese language group. The first describes two immigration

periods, immigration patterns, and education in Portuguese-speaking countries. The second outlines historical and sociocultural factors of this group, including attitudes toward education and language use and skills, both English and Portuguese. Another chapter examines various linguistic characteristics of the Portuguese language, especially communication and dialect patterns. A concluding chapter recommends instructional and curricular strategies for both Portuguese and English language development in this group. Appendices include a glossary, bibliography, ranking of California school districts' Portuguese limited-English-proficient enrollments, a guide to educational resources, a list of community organizations and media services, and charts of Portuguese and English consonant and vowel systems. (MSE)

ED 243 320 FL 014 343

English Teaching Profile: Australia.
British Council, London (England). English Language and Literature Div.
Pub Date—Dec 83

Note—13p.
Pub Type—Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Creative Writing, *English, English (Second Language), *English Instruction, *English Teacher Education, Financial Support, Foreign Countries, Information Sources, *Instructional Materials, International Educational Exchange, *Language Role, *Language Usage, Research Projects
Identifiers—*Australia

A description of the role and status of English language use and instruction in Australia looks at English within the education systems of the seven states and the Australian Capital Territory at all levels, both for native speakers and students of English as a second language. The following areas are also examined: (1) the use of English by aboriginals; (2) the supply and training of English instructors; (3) availability of teaching materials; (4) administration of English instruction; (5) the development and planning of instruction; (6) English instruction outside the educational system in five specialized institutions; (7) British, American, and other agency support for English instruction; (8) commercial opportunities; (9) creative writing; (10) current research; and (11) sources of further information. It is noted that preservice and inservice training of teachers of English as a first and second language has developed rapidly in the last five years, with preservice to doctoral training available in major capital cities. Increased training of English teachers to teach abroad in specific institutions and increased availability of individualized instruction and independent study resources for nonnative speakers are also noted. One area specified for further development is the use of instructional television outside the schools. (MSE)

ED 243 321 FL 014 344

Friedman, Charles B.
The Construct Validation of Language Tests Using Bias Techniques.

Pub Date—Mar 84
Note—17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, English (Second Language), *Language Tests, *Research Methodology, *Second Language Instruction, *Statistical Analysis, *Test Bias, *Test Validity
Identifiers—*Test of English as a Foreign Language

A method for assessing second language test validity by modifying and applying statistical test bias techniques to the performance of language learners from different native language groups was developed out of concern for internal test bias, both overall and item-related. Valid tests should contain some items testing differential performance between different native language groups, but global test measurement should also, theoretically, be similar, providing similar measurement of the same underlying constructs with the same degree of accuracy. That is, micro-level sensitivity and macro-level similarity should exist at the same time. In a pilot study of the Test of English as a Foreign Language (TOEFL), results of testing 481 native Chinese speakers and 484 native Arabic speakers were analyzed by

the following methods. To investigate macro-level similarities, the Kuder-Richardson-20 statistical method and a formula suggested by Feldt were used, and a separate factor analysis was performed for each language group for each test section using the SSPS program factor PA2. At the micro level, three analyses were used: two item difficulty parameters (transformed item difficulty and Rasch difficulty) and a chi-square analysis of distribution of correct responses across difficulty levels. Results showed that the TOEFL sections do measure similar constructs with the same degree of accuracy, and that individual items are sensitive to native language difference, giving evidence of the construct validity of the test. (MSE)

ED 243 322 FL 014 345

Beniak, Edouard
Aspects of the Acquisition of the French Verb System by Young Speakers of English and French in Quebec and Ontario.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Report No.—ICRB-B-134
Pub Date—84

Note—105p.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Bilingual Students, Children, Comparative Analysis, Elementary Education, English, *English (Second Language), Error Patterns, Foreign Countries, *French, Immersion Programs, *Language Acquisition, Language Processing, Morphology (Languages), *Second Language Learning, Syntax, *Verb
Identifiers—*Ontario, *Quebec

Three studies are presented, each of which is a comparison of the acquisition of an aspect of the French verb system by three groups of speakers. The speakers are: young Anglophones learning French as a second language in an early French immersion program in Montreal; young monolingual Francophones attending elementary French language schools in Quebec; and young bilingual Francophones enrolled in elementary French language schools in Ontario. The three aspects of the French verb system under study are the syntax of the bare (i.e., prepositionless) infinitival complement of motion verbs, the morphology of the nominal verbs (i.e., reflexive pronoun plus verb), and the morphology of the past participles (i.e., stem plus affix). Each study presents and attempts to explain the language acquisition errors committed by the three speaker groups as well as the differences in the language acquisition stages reached by the three speaker groups. (Author/MSE)

ED 243 323 FL 014 346

Disosway, Patricia Hartford, Beverly
Errors and Adverbs: What We Teach and What ESL Students Actually Do.

Pub Date—Mar 84
Note—29p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Adverbs, *English (Second Language), *Error Patterns, Grammar, Instructional Materials, *Language Usage, *Second Language Instruction, Teaching Methods

The misuse and misunderstanding of adverbs by nonnative speakers of English are examined, and the approaches of commonly-used grammar texts to these problems are discussed. Two separate studies provide information for examining adverb use: a longitudinal study of the written work of 23 adult students in two low-to-intermediate level intensive classes of English as a second language (ESL), and a cross-sectional study of 22 of 123 students taking a placement examination for an ESL program.

Three categories of adverb errors were studied: misplacement, confusion with other form classes (e.g., adjectives), and inappropriate usage. Results of the studies and a comparison of four major approaches to teaching adverb usage indicate that the most common adverb error, confusion between adverbs and other syntactic constituents, receives the most attention in textbooks and also seems to increase in incidence as proficiency increases. It is suggested that current methods for teaching adverbs need to be either substantially revised or redoubled at an early stage of instruction, because they appear to be encouraging errors. (MSE)

ED 243 324 FL 014 347

English Teaching Profile: Algeria.
British Council, London (England). English Language and Literature Div.

Pub Date—84

Note—15p.

Pub Type—Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Creative Writing, Educational Research, Elementary Secondary Education, *English (Second Language), *English Teacher Education, Foreign Countries, Graduate Study, Higher Education, Information Sources, *Instructional Materials, International Educational Exchange, *Language Dominance, *Language Usage, Program Administration, *Second Language Instruction
Identifiers—*Algeria

A survey of the status and use of the English language in Algeria is presented. The following topics are outlined: (1) the role of English as a third language, (2) its place within the educational system at all levels and in each graduate institution, (3) the status of British expatriates teaching English in Algeria and of Algerian teachers of English, (4) the availability of instructional materials, (5) educational administration in relation to English teaching, (6) the development and planning of English instruction, (7) English usage outside the educational system, (8) British and other foreign support for English instruction, (9) commercial opportunities, (10) the status of creative writing in English, (11) current related research projects, and (12) sources of further information. It is concluded that the major weakness in English instruction in Algeria is the lack of books and teaching materials at all levels. A second significant weakness is the lack of substantial teacher training for the secondary level and inservice training at all levels. Barriers to solving these problems are found in currency inflexibility and in strong political and cultural ties to France and the French language. (MSE)

ED 243 325 FL 014 348

Hung, Shuang-chu Chen
Meaningful Classroom Activities in Teaching English as a Second or Foreign Language.

Pub Date—Dec 83

Note—126p.; Master of English thesis substitute, Arizona State University.

Pub Type—Dissertations/Theses - Masters Theses (042) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Audiovisual Instruction, *Class Activities, *Classroom Communication, Classroom Techniques, Cultural Education, Discussion (Teaching Technique), *English (Second Language), *Games, Interviews, Problem Solving, Role Playing, *Second Language Instruction, *Teaching Methods

Teaching activities useful in enriching the classroom teaching of English as a second language are compiled from the relevant literature. Many are adapted from sources concerned with the teaching of languages other than English. Separate sections present suggestions of specific group activities or games involving audiovisual materials, discussion techniques, interviews, question-and-answer games, physical response, problem-solving, role-playing, and cultural material. Examples are provided. A concluding chapter discusses adoption of the various techniques in different teaching environments. Also, a grid outlines appropriate activities for various combinations of lesson plan content (dialogs, grammar, and vocabulary) and type of information to be shared (facts, opinions, and imagination). A bibliography and index are appended. (MSE)

ED 243 326 FL 014 349

List of Language Names.
Center for Applied Linguistics, Washington, DC.

Language/Area Reference Center.

Spons Agency—Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date—May 84

Contract—1735-407075

Note—39p.; Developed and produced on behalf of the U.S. Government Interagency Language Roundtable.

Pub Type—Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Dialects, *Geographic Location, *Language Classification, Language Research,

*Languages, Native Speakers, *Uncommonly Taught Languages

An alphabetical working list of about 1,000 languages that have appeared in the linguistic research of the Center for Applied Linguistics in the last 15 years is presented. A standard name for each language is provided, with an indication of alternative names for the language and the geographic location of the native speakers. An explanation for the choice of the standard name is given in an introductory section. Cross-references from alternative to standard names are also provided. (MSE)

ED 243 327 FL 014 353

Semke, Charles W. Semke, Harriet D.
Can Foreign Language Study Help Underprepared College Students?

Pub Date—Nov 83

Note—33p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages and the American Association of Teachers of German (San Francisco, CA, November 24-26, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Gains, Attendance Patterns, *College Preparation, College Second Language Programs, Comparative Analysis, *Developmental Studies Programs, German, Higher Education, Introductory Courses, *Language Skills, Liberal Arts, Private Colleges, *Reading Skills, Remedial Reading, School Holding Power, *Second Language Learning, Small Colleges, *Transfer of Training

Identifiers—Lozanov Method

A small college in Iowa (Westmar College) undertook an experimental program to determine an experimental program to determine reading skills of underprepared students. Subjects were 20 students reading below the 12th grade level, of whom 9 were chosen randomly and offered a beginning German course instead of remedial reading. All elected to take German, and became a special section of a first year course. These students received no reading instruction, while the other 11 students were given intensive instruction in reading improvement. The two groups had nearly identical mean American College Testing Program and reading pretest scores. The German teaching method was adapted from the Lozanov method, using relaxation and self-concept building techniques. The experimental class covered the same material as the regular section, took the same tests, and were graded by the same standards. All nine students received a C grade or better. At the semester's end, a retest of all 20 students' English reading skills showed that both the experimental and control groups raised their reading skills by one grade level, but the German-instructed group had a significantly better attendance pattern. At the end of the fourth semester, 8 of the 9 students in the experimental group remained at the college, while only 6 of the 11 control group students remained. While the group of subjects was too small for generalization, results support the positive effect of foreign language study on academic success. (MSE)

ED 243 328 FL 014 355

Lehman, Elyse Brauch And Others
Long-Term Retention of Information about Presentation Modality by Children and Adults.

Pub Date—14 Apr 84

Note—12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 14, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Children, College Students, Comparative Analysis, *Long Term Memory, Nouns, *Retention (Psychology), *Verbal Stimuli, *Visual Stimuli, *Young Adults

A study of children's and young adults' retention of words and their presentation modality addressed three issues: (1) how long the modality information is retained, (2) whether children or adults lose it more rapidly, and (3) whether the word or modality information is lost more rapidly. The study consisted of two experiments. In the first, 32 third- and fourth-grade students and 32 college students were divided, within each age group, into four delay groups: 0-hour, 4-hour, 1-day, and 7-day. In the second experiment, conducted to clarify a question of visual presentation arising in the first experiment, 16 college students were divided into two delay groups, 0-hour and 1-day. In the first experiment,

subjects were presented with a continuous series of 200 nouns, half seen and half heard, and asked to judge whether each word was "new" or "old," and if "old," whether it had previously appeared in the same or a different modality. A second test was administered after the appropriate delay for the group. The second experiment was conducted similarly, with a change in the visual presentation and with only two delay groups. Results show that the forgetting rates for effortfully encoded information (word identification) and for automatically encoded information (presentation modality) do not vary from middle childhood to early adulthood. However, modality identification declines gradually with time, while word identification remains high initially and declines rapidly later. Information about input modes lasted at least 4 hours in both children and adults, with some remaining in memory for 7 days. (MSE)

ED 243 329 FL 014 356

Abou, Selim

Psychopathologie de l'acculturation (Psychopathology of Acculturation), Publication H-3.

Laval Univ., Quebec (Quebec), International Center for Research on Bilingualism.

Report No.—ICRB-H-3; ISBN-2-89219-141-6

Pub Date—84

Note—33p.; Appended list of publications has been removed because of reproducibility problems.

Language—French

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Acculturation, *Adjustment (to Environment), Cross Cultural Studies, *Culture Conflict, *Mental Disorders, *Psychopathology, *Social Environment, Social Integration

The nature of mental disorders relating to acculturation is discussed, as well as the extent to which these disorders arise from intercultural conflict or simply as a result of latent individual problems heightened by cultural contact. An introductory section addresses the broad issue of the relativity versus universality of a mental disorder: that is, whether the behavior pattern would be considered a disorder in any society or would depend on the community's definitions. A second section outlines the pathological forms of acculturation: two forms of forced acculturation, ethnocide (or deculturation) and counter-acculturation; and desired acculturation, either imposed or freely chosen. A final section details the specific forms of regression and fixation that signal acculturation illnesses, both neurotic and psychotic. (MSE)

ED 243 330 FL 014 357

Miller, William And Others
Louisiana's Alternative High School for Foreign Languages and International Studies.

Pub Date—Nov 83

Note—15p.; Paper presented at the Annual Meeting of the National Council for Social Studies and the American Council on the Teaching of Foreign Languages (San Francisco, CA, November 24-25, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Financial Support, French, *Intensive Language Courses, *International Studies, *Non-traditional Education, Program Descriptions, School Districts, Secondary Education, *Second Language Programs, *Social Studies, Spanish, State Programs, Teacher Selection

Identifiers—*Louisiana

An alternative high school for foreign languages and international studies established in 1982-83 by the Louisiana Department of Education in cooperation with two New Orleans area school districts is described. The school was established to provide an intensive foreign language study course and an international perspective on contemporary society and problems. A regional vocational-technical school was the site selected, and the first students arrived within 90 days of initial contacts with the school districts. Four full-time teachers staffed the school. Two master teachers were certified in both foreign languages (French and Spanish) and social studies. The initial enrollment was 29 students, and the first year's curriculum focused on foreign language instruction, a state-required free enterprise course, economics, and world history, all emphasizing a global perspective. Numerous administrative, logistical, and fiscal problems were encountered, and support came from a variety of sources, including the French government. An evaluation by the

students, faculty, and state supervisory personnel supported the concept, the foreign language training needed for the Louisiana international business community, and program quality. The greatest problem was limited and unstable funding. Three new satellite schools were established around the state in the following year, and are experiencing similar problems. (MSE)

ED 243 331 FL 014 358

Milk, Robert D.

A Comparison of the Functional Distribution of Language in Bilingual Classrooms Following Language Separation vs. Concurrent Instructional Approaches.

Pub Date—84

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 25, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingual Education Programs, *English (Second Language), *Language of Instruction, *Language Usage, Primary Education, *Second Language Instruction, Sociolinguistics, Spanish, Teaching Methods

Identifiers—Texas (San Antonio)

This study analyzes how two bilingual classroom language distribution approaches affect classroom language use patterns. The two strategies, separate instruction in the two languages vs. the new concurrent language usage approach (NCA) allowing use of both languages with strict guidelines for language alternation, are observed on videotapes of a Title VII demonstration project in San Antonio, Texas. The tapes were of students in primary grades and were made during one school year. Analysis of the classroom talk focuses on teachers' functional language use, measured by utterances coded according to function. The results provide some evidence that major concerns about the adverse effects of concurrent language use in bilingual classrooms are unfounded. No distortions in functional distribution patterns were found in the NCA classrooms, and the distributions of functional language were very similar for the two approaches. Fears of excessive switching and encouragement of intrasentential code-switching were not substantiated. NCA teachers did tend to favor English, but the overall ratio of Spanish to English use was not excessively unbalanced. Evidence was found that the fundamental assumption of the NCA, that students tend to follow the teacher's lead in language choice, is borne out. (MSE)

ED 243 332 FL 014 359

Amuchie, Paul M.
Teaching Summarization Skills to Bilingual Elementary School Children.

Pub Date—18 Nov 83

Note—52p.; Paper presented at the Annual Meeting of the California Educational Research Association (62nd, Los Angeles, November 18, 1983). Available from—Faxon Center, 12714 S. Avalon Blvd., Los Angeles, CA 90061.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingual Students, Elementary Education, *English (Second Language), Grade 5, Grade 6, *Language of Instruction, *Reading Comprehension, *Reading Skills, Second Language Instruction, Spanish, *Study Skills, Writing Instruction, Writing Skills

A study was undertaken to examine the effects of teaching five writing rules on English summarization and comprehension under two conditions of reading instruction. The five summary writing rules taught included: (1) identifying unimportant statements, (2) identifying repetition of ideas in statements, (3) identifying lists of things or series of actions, (4) finding a topic sentence, and (5) making up a topic sentence if none exists. The subjects were 60 fifth and sixth grade students who had been screened for bilingualism. Subjects were randomly assigned to three treatment groups: instruction in Spanish only, instruction in English only, and control (no summary rule instruction). Pre- and post-tests were administered for English comprehension. Analysis of the results showed that: (1) training in rules of summary writing significantly improved both comprehension and summarization of texts in English, (2) those trained in English and Spanish performed equally well on comprehension

and summarization of English texts, and (3) neither age group performed significantly better than the other. (MSE)

ED 243 333

FL 014 360

Vocate, Donna R.

Laternalization of Auditory Language: An EEG

Study of Bilingual Crow Indian Adolescents.

Pub Date—Nov 83

Note—24p.; Paper presented at the Annual Meeting of the Speech Communication Association (Washington, DC, November 10-13, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *American Indian Languages, American Indians, *Auditory Perception, *Bilingualism, Comparative Analysis, Electroencephalography, *English (Second Language), Language Dominance, *Language Processing, Lateral Dominance, *Neurological Organization, Perception Tests

Identifiers—*Crow (Tribe)

A study was undertaken to learn whether involvement of the brain's right hemisphere in auditory language processing, a phenomenon found in a previous study of Crow-English bilinguals, was language-specific. Alpha blocking response as measured by electroencephalography (EEG) was used as an indicator of brain activity. It was predicted that (1) overall linguistic processing would be bilateral; (2) during the Crow language receptive condition, right hemisphere lateralization would occur; and (3) during the English language condition, left hemisphere lateralization would occur for receptive language processing. Subjects were 11 Crow Indians determined to be balanced Crow-English bilinguals attending high school on a Montana reservation. The subjects listened to tapes of the same content in Crow and in English while undergoing EEG. Results showed no significant difference in lateralization for receptive processing of English, but a highly significant left lateralization was found for Crow, contradicting other lateralization studies of Native American languages. Although a slight left lateralization existed for the total proportion score for English, an effect emerged during a time-sequence examination of the 80-second epochs, in which the English language processing was initially lateralized to the right hemisphere but became progressively more lateralized to the left. Possible explanations include differential involvement of hemispheres for different English structures. (MSE)

ED 243 334

FL 014 361

Boulouffe, J.

The Destabilization of Interlanguage as Intent and Form Fluctuation.

Pub Date—Mar 84

Note—28p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, English (Second Language), *Individual Differences, *Interlanguage, *Language Processing, *Learning Processes, *Second Language Instruction

Research on interlanguage (IL), the intermediary language produced by a speaker when it is perceptible that he is not a native speaker, has concentrated on procedures to stabilize interlanguage at a given point, and on stabilized products, rather than on the destabilization that occurs when learning is pursued. Although it has been widely accepted that IL's stabilize by target language rules being distorted and stretched, it is not as clear whether IL rules are over- or underextended in turn to evolve the process of de- and restabilization when target language rules are ultimately integrated. Teachers in particular wish more attention were paid to destabilization, since destabilization means progress in language learning. In this study, IL destabilization was explored in interviews with eight students of English as a foreign language. The students' participation in three cognitive operations was highlighted: (1) their perception of what to say (intent), (2) their retrieval of available expressions (form), and (3) the adjustment of intent and form. Based on the results, it is argued that variability in IL depends on the fluctuation of intent and form in each learner's destabilization process as well as on subsystems and styles being stabilized differently. Hence, it may be more

helpful and pedagogically more relevant to assist the cognitive operation that promotes the destabilization of IL and the intake of the target language than provide new input or feedback. (Author/MSE)

ED 243 335

FL 014 362

Hammerly, Hector

The Two-Cone Model of Second Language Teaching/Learning: Some Further Thoughts.

Pub Date—Mar 84

Note—22p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communicative Competence (Languages), Comparative Analysis, *Cultural Context, Grammar, Learning Processes, *Learning Theories, *Linguistic Competence, Linguistic Theory, Models, Pronunciation, *Second Language Instruction, *Second Language Learning, Teaching Methods, Vocabulary

Identifiers—*Two Cone Model

The developer of the two-cone model of second language teaching and learning outlines the original model and its concepts, and presents some further ideas concerning it. The model represents the native and second languages as two cones with pronunciation at the apex, morphology and syntax (grammar) at the center, and vocabulary around grammar and at the cone's base. The interaction of the two languages during the second language learning process is represented as the union and integration of the cones at various stages and according to the quality of instruction. Further observations suggest that the model (1) is centrifugal, involving movement from the center to the communicative outer edge, in contrast to native language acquisition; (2) incorporates certain basic pedagogical principles of selection, ordering of components, gradation, correction, practice toward mastery, and progressive integration; (3) accounts for both interference and overgeneralization; and (4) relies on the principle of communication following mastery. In addition, the two cone model is compared with two other models, Selinker's interlanguage hypothesis and Krashen's Monitor Model, and its relationships to learning theory, linguistics, and second language methodology are briefly discussed. (MSE)

HE

ED 243 336

HE 015 958

Jones, Lyle V., Ed. And Others

An Assessment of Research-Doctorate Programs in the United States: Humanities.

Conference Board of Associated Research Councils.

Report No.—ISBN-0-309-03333-0

Pub Date—82

Note—248p.; Product of the Committee on an Assessment of Quality-Related Characteristics of Research-Doctorate Programs in the United States. For related documents, see SE 044 404-406 and HE 015 961.

Available from—National Academy Press, 2101 Constitution Avenue, Washington, DC 20418 (\$10.50).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art History, Classical Literature, College English, College Faculty, *Doctoral Programs, *Educational Quality, Evaluation Criteria, French, German, *Graduate Study, Higher Education, *Humanities, Linguistics, Literature, Music, Philosophy, *Program Evaluation, Questionnaires, Reputation, *Research, Spanish U.S. research-doctorate programs in the humanities were assessed by a committee of the Conference Board of Associated Research Councils. Attention was focused on 522 programs in nine disciplines in the humanities that award research doctorates. The effectiveness of these programs in preparing students for research careers was assessed. Indices that might be relevant to program quality were examined, and information was provided to evaluators on the names of faculty members involved with each program to be rated and the number of research

doctorates awarded in the last 5 years. After describing the background to the study and the research methodology, survey results are presented for the following humanities programs: art history; classics; English language and literature; French, Spanish, and German language and literature; linguistics; music; and philosophy. In addition to extensive statistical findings and analyses, appendices include the Survey of Earned Doctorates, the instrument used in the reputational survey, the survey used with institutional coordinators, and lists of planning committee members and participants of the Conference on the Assessment of Quality of Graduate Education Programs. (SW)

ED 243 337

HE 015 961

Jones, Lyle V., Ed. And Others

An Assessment of Research-Doctorate Programs in the United States: Social & Behavioral Sciences. Conference Board of Associated Research Councils.

Report No.—ISBN-0-309-03342-X

Pub Date—82

Note—254p.; Product of the Committee on an Assessment of Quality-Related Characteristics of Research-Doctorate Programs in the United States. For related documents, see SE 044 404-406 and HE 015 958.

Available from—National Academy Press, 2101 Constitution Avenue, Washington, DC 20418 (\$10.50).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Anthropology, *Behavioral Sciences, College Faculty, *Doctoral Programs, Economics, Educational Quality, Education Work Relationship, Evaluation Criteria, Geography, *Graduate Study, Higher Education, History, Political Science, *Program Evaluation, Psychology, Questionnaires, Reputation, *Research, Scholarship, *Social Sciences, Sociology

U.S. research-doctorate programs in the social and behavioral sciences were assessed by a committee of the Conference Board of Associated Research Councils. Attention was focused on 639 research-doctorate programs in seven disciplines in the social and behavioral sciences: anthropology, economics, geography, history, political sciences, psychology, and sociology. The effectiveness of these programs in preparing students for research careers was assessed. Indices that might be relevant to program quality were examined, and information was provided to evaluators on the names of faculty members involved with each program to be rated and the number of research doctorates awarded in the last 5 years. After describing the background to the study and the research methodology, survey findings are presented for each discipline. In addition to extensive statistical findings and analyses, the following appendices are presented: the Survey of Earned Doctorates, the instrument used in the reputational survey, the ARL Library Index, data on faculty research support and research and development expenditures, data on publication records, and lists of planning committee members and participants of the Conference on the Assessment of Quality of Graduate Education Programs. (SW)

ED 243 338

HE 016 705

Keller, Phyllis

Getting at the Core: Curricular Reform at Harvard.

Report No.—ISBN-0-674-35418-4

Pub Date—82

Note—201p.

Available from—Harvard University Press, c/o Univserv Inc., 525 Great Road, Littleton, MA 01460 (\$15.00).

Pub Type—Books (010) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—Case Studies, *College Curriculum, Conflict Resolution, *Core Curriculum, *Curriculum Development, Degree Requirements, Educational Change, Educational History, *General Education, Higher Education, Undergraduate Study

Identifiers—*Harvard University MA

The genesis of Harvard's new Core Curriculum, which resulted in major changes in the university's general education program in the 1970s, is presented in a candid account. The narrative highlights the contest of conflicting beliefs about the ends and means of undergraduate education, and reveals the

strategies employed to resolve conflicts and to reach a consensus. Among the questions underlying the debate about curricular change are: What does it mean to be broadly educated? What skills, knowledge, and habits of thought have general and lasting value? Given the diversity of students' abilities and preparation for college work, is it possible to set a standard of academic achievement for all students? Should the undergraduate curriculum give free play to the intellectual interests of faculty and students, or should educational choices be guided by common and specific goals? Written by an historian who participated in the events described, the book includes a description of the historical setting, the search for a mandate, and the politics of reform. Appended is a partial listing of core courses, including only those offered in 1981-82. (LB)

ED 243 339 HE 016 709

Birnbaum, Robert
Maintaining Diversity in Higher Education.
 Report No.—ISBN-0-87589-574-3
 Pub Date—83
 Note—209p.
 Available from—Jossey-Bass, Inc., 433 California St., San Francisco, CA 94104 (\$15.00).
 Pub Type—Reports - Research (143) — Books (010)

Document Not Available from EDRS.

Descriptors—Access to Education, *College Role, Degrees (Academic), *Educational Change, *Educational Supply, *Higher Education, Institutional Autonomy, *Institutional Characteristics, Minority Groups, Models, Policy Formation, School Size, Social Change, Student Financial Aid, Trend Analysis

Identifiers—*Diversity (Institutional), *Diversity (Student), Institutional Survival

A description, analysis, and assessment of diversity in American higher education is offered based on data collected since 1960 from more than 600 colleges and universities. The value of different kinds of colleges is discussed in chapter one, followed by discussions of what makes institutions different, how colleges are becoming more alike, ways of measuring diversity, and changes in institutions. Among the trends identified are changes in levels of diversity in the major areas of institutional control, degrees offered, proportion of minority students, and enrollment size. The effects of those changes on social mobility, political needs of interest groups, range of student choices, program effectiveness, and institutional survival and adaptability are examined. An extensive list of recommendations to policymakers and administrators is offered for encouraging variation, which is attained differently by institutions in stable and unstable environments. Policy and program changes are advocated to maintain and enhance the diversity that is critical to the stability of U.S. higher education. (LB)

ED 243 340 HE 016 771

Baca, M. Carlota, Ed. Stein, Ronald H., Ed.
Ethical Principles, Practices, and Problems in Higher Education.
 Report No.—ISBN-0-398-04865-7
 Pub Date—83
 Note—272p.
 Available from—Charles C. Thomas, 2600 South First St., Springfield, IL 62717 (\$27.50).
 Pub Type—Books (010) — Reports - Descriptive (141) — Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors—Academic Freedom, Administrators, Athletics, *Codes of Ethics, Collective Bargaining, College Administration, College Admission, College Faculty, College Governing Councils, Computers, Consultants, Due Process, Ethical Instruction, *Ethics, *Higher Education, Industry, Integrity, *Moral Values, School Business Relationship, *Standards, Tenure

Identifiers—American Association of University Administrators, American Association of University Professors, College Athletics, Computer Centers, Conflict of Interest, Exoffenders, State University of New York Buffalo

Eighteen professionals analyze the ethical principles, practices, and problems in institutions of higher learning by examining the major issues facing higher education today. Focusing on ethical standards and judgements that affect decision-making and problem-solving, the contributors review the rights and responsibilities of academic freedom, ethical responsibility of faculty, and the teaching of ethics. They consider declining enrollments, prob-

lems in international higher education, implications of exoffenders in college, and ethics in college athletics. The use of computers, faculty conflicts of interest, impacts of industry and technology, collective bargaining, and ethical suspicions of faculty and administration also receive in-depth examination. Appended are: the 1976 Recommended Institutional Regulations on Academic Freedom and Tenure of the American Association of University Professors (AAUP); the AAUP Statement on Professional Ethics; Professional Standards for Administrators of the American Association of University Administrators; and a Code of Ethics for the Professionals at SUNY/Buffalo adopted by the Professional Staff Senate of the State University of New York at Buffalo. (LB)

ED 243 341 HE 016 864

McGuire, Christine H. And Others
Handbook of Health Professions Education. Responding to New Realities in Medicine, Dentistry, Pharmacy, Nursing, Allied Health, and Public Health.
 Report No.—ISBN-0-87589-579-4
 Pub Date—83
 Note—567p.
 Available from—Jossey-Bass, Inc., 433 California St., San Francisco, CA 94104 (\$35.00).
 Pub Type—Books (010) — Reports - Evaluative (142) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Admission Criteria, *Allied Health Occupations Education, Change Strategies, *Clinical Teaching (Health Professions), Curriculum Development, Dentistry, Faculty Development, Guidelines, Higher Education, Instructional Improvement, Medical Education, *Medical Services, Nursing Education, Pharmaceutical Education, Policy Formation, *Professional Education, Public Health, *Public Policy, Student Evaluation, Trend Analysis

The evolution, present status, future directions, and external forces affecting health professions education are reviewed in this 25 chapter book. Guidelines are set forth for sound practices and policies for innovative and responsive health care. The authors assess how major economic, social, political, demographic, and technological changes are revolutionizing the health care system and creating a need for new priorities. They detail ways that the major health fields (medicine, dentistry, pharmacy, nursing, allied health, and public health) have changed over the last two decades. Using data from educational research, they examine benefits, drawbacks, and impacts on practice of new approaches to admissions, curriculum, instruction, student evaluation, and faculty development. Specific policy recommendations are offered for academic health centers to meet critical challenges. The chapters are grouped in the following four categories: (1) trends and priorities in health professions education; (2) research on health professions education: findings and implications; (3) forces for change in health professions education; and (4) policy recommendations for improving health professions education. The book is indexed and contains extensive tables and references. (LB)

ED 243 342 HE 016 882

Shingleton, John D. Scheetz, L. Patrick
Recruiting Trends 1983-84. A Study of 617 Businesses, Industries, Governmental Agencies, and Educational Institutions Employing New College Graduates.

Michigan State Univ., East Lansing. Placement Services.
 Pub Date—28 Nov 83
 Note—100p.

Available from—Placement Services, Michigan State University, 113 Student Services Building, East Lansing, MI 48824 (\$10.00).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Business, *College Graduates, *Employment Opportunities, Higher Education, Industry, *Labor Market, *Majors (Students), Occupational Surveys, *Recruitment, *Salaries, Specialization, Trend Analysis

Information on job market trends for 1983-1984 college graduates are presented in narrative summaries and statistical tables. Attention is directed to trends in hiring, expected starting salaries, campus recruiting activities, and other related topics, based on a survey of a cross-section of 617 employers from

business, industry, government, and education. Findings include the following: hiring quotas are up about 5 percent for 1983-1984, and starting salaries are up about 2.8 percent; graduates with bachelor's degrees will receive an average starting salary of \$19,306, while master's degree graduates will receive an average of \$22,094, and Ph.D. graduates will receive \$23,650; technical graduates will be among the most highly recruited by employers, particularly electrical engineers and computer science graduates; however, slight declines in demand will occur for some technical fields; business majors are expected to be in moderate demand by employers; and job opportunities for new college graduates are expected to be best in the Southwest and the Southeast, followed by the Southcentral states. Additional areas that are examined include: employer interview schedules, selection criteria for new college graduates, training for new college hires, and turnover by new college graduates. (SW)

ED 243 343 HE 016 885

University-Industry Research Relationships. Selected Studies.
 National Science Foundation, Washington, D.C.
 National Science Board.
 Report No.—NSB-82-2
 Pub Date—[82]

Note—298p.; For related document, see ED 230 115.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Research (143) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Chemistry, Computers, *Cooperative Programs, Engineering, Financial Support, *Higher Education, Industry, Institutional Characteristics, Institutional Cooperation, Intellectual Property, Research and Development Centers, *Research Projects, *School Business Relationship, *Sciences, State Colleges, *Technology Transfer

Identifiers—California, Research Universities

The results of a study of university/industry research interactions are presented, along with four reports on collaboration, and an annotated bibliography. The study, "Current U.S. University/Industry Research Connections" (Lois S. Peters, Herbert I. Fushfeld, and others), involved on-site interviews with 66 companies and 61 public and private universities that were top-ranking research and development institutions. The focus was fields of study in the physical and life sciences, plus some social science, business, and medical education programs. Types of interactions formed four major groupings: general research support, cooperative research support, support for knowledge transfer, and technology transfer. Appendices include a geographical listing of each of 475 research interactions, including the names of the institutions, the discipline, the mechanism of interaction, and the duration. Report titles and authors are as follows: "State College Science and Engineering Faculty: Collaborative Links with Private Business and Industry in California and Other States" (Frank and Edith Darknell); "University-Industry Connections and Chemical Research: An Historical Perspective" (Arnold Thackeray); "University-Industry Cooperation in Microelectronics and Computers" (Erich Bloch, James D. Meindl, and William Cromie); and "Report on a National Science Foundation Workshop on Intellectual Property Rights in University-Industry Cooperative Research" (National Science Foundation). (SW)

ED 243 344 HE 016 966

University Benefits Survey. Part 1 (All Benefits Excluding Pensions).

University of Western Ontario, London.
 Spons Agency—Council of Ontario Universities, Toronto; Ontario Association of University Personnel Administrators, Toronto; Ontario Confederation of University Faculty Associations, Toronto.

Report No.—ISBN-0-88799-179-3

Pub Date—Dec 83

Note—148p.; For Part II, on Pensions, see HE 016 967. For related document, see ED 225 515.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*College Faculty, *Fringe Benefits, Health Insurance, Higher Education, *Insurance, Leaves of Absence, Program Administration, Retirement Benefits, Sabbatical Leaves, School Personnel, *Teacher Employment Benefits
Identifiers—*Ontario

Results of a 1983 survey of benefits, excluding pensions, for 17 Ontario, Canada, universities are presented. Information is provided on the following areas: whether the university self-administers insurance plans, communication of benefits, proposed changes in benefits, provision of life and disability insurance, maternity leave policy, Ontario health insurance, supplementary health insurance, long-term disability, sick leave entitlement, sick leave benefits continuance, long-term disability benefits continuance, life insurance, survivor benefits, dental plans, postretirement benefits, vacation entitlement, sabbatical leave policies, housing loan (mortgage) policies, free tuition policies, parking policies, and access to athletic facilities. The following universities are covered: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, McMaster University, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. (SW)

ED 243 345 HE 016 967

University Benefits Survey. Part II (Pensions).
University of Western Ontario, London.

Spons Agency—Council of Ontario Universities, Toronto.; Ontario Association of University Personnel Administrators, Toronto.; Ontario Confederation of University Faculty Associations, Toronto.

Report No.—ISBN-0-88799-180-7

Pub Date—Dec 83

Note—47p.; For Part I, see ED 016 966. For related document, see ED 225 516.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.

Pub Type—Numerical/Quantitative Data (110)—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Eligibility, Foreign Countries, Higher Education, Program Administration, *Retirement Benefits, *Teacher Retirement
Identifiers—Annuities, *Ontario

Results of a 1983 survey of pension plans in 17 Ontario, Canada, universities are presented. Information is provided on the following areas: type of plan, eligibility, member contributions, university contributions, benefits on normal retirement (age 65) and on early retirement (age 55), trustee and investment manager, and pension committee composition and status. There are nine defined benefit plans, seven money purchase plans with minimum guarantees, and one money purchase plan with no guarantees, although one university has a minimum guaranteed for those who were age 45 and belonged to the old plan as of July 1970. Contribution rates vary widely, and in all but four plans, university contributions at least match member contributions, but must also provide the benefits occurring under the plan. Indexing and annuities are also covered, along with benefit provisions on termination of employment and on death. The following universities are covered: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, McMaster University, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. (SW)

ED 243 346 HE 017 093

Wallenfeldt, E. C.

American Higher Education: Servant of the People or Protector of Special Interests? Contributions to the Study of Education, Number 9.

Report No.—ISBN-0-313-23469-8

Pub Date—May 83

Note—230p.

Available from—Greenwood Press, P.O. Box 5007, 88 Post Road West, Westport, CT 06881 (\$29.95).

Pub Type—Collected Works—General (020)—Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Accreditation (Institutions), *College Planning, *College Role, Consortia, *Educational Finance, Financial Support, *Governance, Governing Boards, *Higher Education, Institutional Advancement, Institutional Cooperation, *Political Influences, Power Structure, School Business Officials, Social Problems, Trend Analysis, Trustees

Identifiers—*Public Service, United States

Current conditions at U.S. colleges and universities are discussed. Consideration is given to the nature of special interests and factions in American society and the system-wide influences of corporate power, militarization, racism, sexism, and over-quantification as they pertain to higher education. The internal and external governance of colleges are also addressed, including trends and problems relating to college boards of trustees. In considering the responsibilities of the chief business officer, attention is directed to accounting, budgeting, and financial reporting, as well as trends influencing business operations and the outcomes of these trends. Among institutional advancement activities covered are communication and public information, intercollegiate athletics, fund raising, and alumni relations. Public service is also considered, including extension services and continuing education, the urban university, the community college, and community education. Additional topics include: state, federal, and private financial support of higher education; accreditation and interinstitutional cooperation, including consortia; and planning and evaluation (futures research; planning, programming budget systems; zero base budgeting, management by objectives). (SW)

ED 243 347 HE 017 117

Pesau, Bruce A.

Sixth Annual Academic Production and Funding Study of Teacher Education Programs in Senior State Universities and Land-Grant Colleges, 1982-1983.

Spons Agency—Association of Colleges and Schools of Education in State Universities and Land-Grant Colleges.

Pub Date—Mar 84

Note—122p.; For related document, see ED 227 757.

Available from—College of Education, University of Alabama, 212 Wilson, P.O. Box Q, University, AL 35486

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Credits, Degrees (Academic), Educational Finance, Faculty Workload, *Financial Needs, Full Time Faculty, Higher Education, *Land Grant Universities, National Surveys, *Productivity, *Program Costs, Questionnaires, Schools of Education, *State Universities, *Teacher Education Programs, Teacher Educators, Upper Division Colleges

The academic productivity and financing of 73 teacher education programs in state universities and land-grant colleges in 40 states were analyzed. Of 111 schools mailed questionnaires, deans from 73 responded. Data were provided on 211 variables in major categories of program approval, faculty, faculty load, and salaries; budgets and related full-time-equivalent (FTE) staffing; academic productivity by level; and degrees conferred by level. Another 70 variables were calculated from the data including: average class size; credit hour productivity per FTE faculty; cost per credit hour; cost per FTE student; institutional program complexity; student-faculty ratios; faculty to support staff ratios; and resources from university and external sources. It was found that many teacher education programs are severely underfunded. The average direct costs of instruction per undergraduate teacher education major was only 67 percent as much as for a public school student. It is concluded that university administrators fund academic programs with little apparent relationship to what these colleges produce. Tables present data on over 70 program variables. A list of participating institutions, the questionnaire, and a table of program complexity factors are appended. (Author/LB)

ED 243 348 HE 017 138

Oldfield, Kenneth Ayers, Nancy

Maximizing the Benefits of an Administrative Internship: Some Practical Advice.

Sangamon State Univ., Springfield, IL. Center for Policy Studies and Program Evaluation.

Pub Date—84

Note—28p.

Available from—Center for Policy Studies and Program Evaluation, PAC 409, Sangamon State University, Springfield, IL 62708 (\$2.00).

Pub Type—Guides—General (030)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*College Students, Educational Benefits, Higher Education, *Internship Programs, Interprofessional Relationship, *Managerial Occupations, *Public Administration Education, *Public Agencies, Student Needs, *Work Attitudes

Recommendations to help student interns in administrative positions maximize their educational opportunities vis-a-vis the "real world" and to also help them avoid certain placement-associated problems. The suggestions may be helpful to both new and established internship directors as well. Attention is focused on governmental administrative placements. In terms of specific student needs, four basic goals are addressed: providing prospective interns with an idea of what to expect in a field placement, providing students with information so that they can intelligently decide whether to participate in an internship, forwarding students about problems that may be encountered, and enabling students to survive the internship and to maximize the possible benefits associated with their educational experience. In particular, advice is presented on the following concerns: feeling "dumb," punctuality, reading newspapers, establishing a work schedule, what to wear, asking questions, being an extrovert, the lunch hour, honesty, measuring one's performance, appreciating the secretary, informal overtime, sex roles, teamwork, "burning bridges," doing good work, keeping a closed mouth, dating practices, meeting with exiting interns, insoluble problems, the older worker, and the organization of the internship. (SW)

ED 243 349 HE 017 140

Masica, Daniel N. And Others

Report to Congress on Physician Exchange Visitor Programs.

Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Medicine.

Report No.—HRS-P-DM-84-1

Pub Date—May 83

Note—200p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—*Enrollment Trends, *Exchange Programs, *Foreign Countries, *Foreign Medical Graduates, Geographic Distribution, *Graduate Medical Education, Higher Education, International Educational Exchange, Organizations (Groups), *Physicians

Identifiers—United States

Results of evaluating U.S. exchange programs for foreign medical graduates (FMGs) are presented. After reviewing the roles of sponsors of exchange visitor programs and identifying specific sponsors, attention is directed to entry patterns of exchange visitor physicians, and the value of these programs to both home countries and the United States. Findings are reported separately for 14 issues, and the value of exchange programs for 20 countries is discussed. Findings show: there are over 230 public and private sponsoring organizations; in any given year since 1979, there were about 4,500 physician exchange visitors present in the United States, of which about 2,500 were new entrants; and the total number of FMGs in graduate medical education positions has remained at 12,000 to 13,000 per year from 1977-1978 to 1981-1982. Information is also provided on countries of origin of immigrant physicians and exchange visitor FMGs, and the return home of exchange visitor FMGs. Additional contents include information on the benefits of participation for specific FMGs, recommendations regarding exchange programs, a chronological listing of relevant legislation, a bibliography, and a revision of a report by Thomas D. Dublin entitled "The Changing Role of the Foreign Medical Graduate in the Practice of Medicine in the U.S." (SW)

ED 243 350 HE 017 144

Hamby, John V. And Others

A Study of Grade Inflation in Ten Majors at Clemson University.

Pub Date—[83]

Note—163p.

Available from—Department of Elementary/Sec-

ondary Education, College of Education, Room 400, Tillman Hall, Clemson University, Clemson, SC 29631 (\$3.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—College Programs, Comparative Analysis, *Education Majors, *Elective Courses, Engineering, *Grade Inflation, *Grade Point Average, Higher Education, Institutional Research, Liberal Arts, *Majors (Students), Mathematics, *Required Courses, Sciences

Identifiers—Clemson University SC

Grades of 1982 Clemson graduates in various academic majors were studied. In addition to determining whether grade inflation occurs differentially across majors, the position of education majors was compared to that of other majors. The following 10 majors were assessed: early childhood education, elementary education, secondary education/science teaching, electrical engineering, mechanical engineering, English, psychology, nursing, mathematics, and microbiology. Sixty-five percent of the students in each major, or a total sample of 256 students, were studied. Each course was classified into the following categories: core courses, program courses, other required courses, and electives. In addition to comparing grade-point ratios (GPRs) for the four categories of courses, students' total Scholastic Aptitude Test scores were assessed. Only 4 of the 10 majors had GPR means lower than the overall mean GPR. Fifty-seven percent of the 256 students had GPRs above 3.0. This percentage is higher than the approximately 45 percent of all students who graduated with honors in 1978 and 1979. Furthermore, grade inflation was found in all majors to some extent. Additional findings are analyzed, and extensive statistical data on grades for each major are included. (SW)

ED 243 351 HE 017 149

Twenty-Second Biennial Report-Part I. Oklahoma State Regents for Higher Education.

Oklahoma State Regents for Higher Education, Oklahoma City.

Pub Date—30 Jun 83

Note—206p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Budgets, College Presidents, College Students, Degrees (Academic), Educational Finance, Educational History, Educational Policy, *Enrollment Trends, Expenditures, *Higher Education, Income, *Institutional Characteristics, State Boards of Education, *State Colleges, State Universities, Student Financial Aid, Trend Analysis, Trustees, Two Year Colleges

Identifiers—Oklahoma

This document, the 1982-1983 report of the Oklahoma State Regents for Higher Education, includes brief summaries of services, achievements, problems, and progress of each institution and agency of the state system. Historical and statistical information are presented on the following areas: enrollment, degrees, accreditation, student aid, Title VII, Title VI-A, regents' publications, Oklahoma College Testing Program, regents' resolutions, regents' office expenditures, appropriation acts, budget information, regents' loan fund, expenditures for state purposes, current income and expenditures, bonded indebtedness, capital improvements, section 13 and new college funds, and student fees. Historical information is also presented on trustee positions for specific institutions. A list of recognized institutions in Oklahoma, both public and private, that offer work at the higher education level are listed under the following categories: comprehensive, regional, and senior state universities; state junior colleges; private universities and senior colleges; and private junior colleges. The presidents of specific institutions by year are also indicated. (SW)

ED 243 352 HE 017 150

Douglas, Joel M., Ed.

Unionization among College Faculty—1983.

City Univ. of New York, N.Y. Bernard Baruch Coll.

National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Pub Date—Jan 84

Note—10p.

Available from—National Center for the Study of Collective Bargaining in Higher Education and the Professions, 17 Lexington Avenue, New York, NY 10010 (\$4.00).

Journal Cit—Newsletter of the National Center for the Study of Collective Bargaining and the Professions; v12 n1 Jan-Feb 1984

Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Collective Bargaining, *College Faculty, Comparative Analysis, *Contracts, Higher Education, Institutional Characteristics, Private Colleges, State Colleges, Trend Analysis, Two Year Colleges, *Unions

Information on institutions engaged in academic collective bargaining with recognized bargaining units in 1983 is presented. Attention is directed to agents elected, "no-agent" elections, decertifications, strikes, and legislation. A major finding for 1983 was a change in focus from campus organizing to lobbying for statewide enabling legislation. The passage of collective bargaining bills in Ohio and Illinois demonstrated the success of this strategy. However, only one new faculty bargaining agent was elected in 1983. Three no-agent faculty elections were reported: two in Oregon and one in California. Decertification of five bargaining agents and institutional structural changes occurred, bringing the total number of recognized agents to 411, a decrease of 12 from 1982. The number of reported contracts was 388, an increase of 11 from the previous year. Three strikes were reported in 1983, two of which were classified as fall "back-to-school" strikes. A unique feature of both the Ohio and Illinois legislation was the authorization of a limited right to strike. The relevant portions of the Ohio and Illinois statutes pertaining to higher education collective bargaining are included, along with a summary of 1983 elections for each institution. (SW)

ED 243 353 HE 017 157

Douglas, Joel M., Ed.

Collective Bargaining in a Period of Retrenchment.

Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions (11th, New York, NY, April 1983).

City Univ. of New York, N.Y. Bernard Baruch Coll.

National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Report No.—ISBN-0-911259-18-X

Pub Date—84

Note—148p.

Available from—National Center for the Study of Collective Bargaining in Higher Education and the Professions, 17 Lexington Avenue, New York, NY 10010 (\$15.00).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, *Collective Bargaining, *College Faculty, *Compliance (Legal), Contracts, Employment Practices, *Financial Problems, Government School Relationship, Higher Education, Personnel Policy, *Retrenchment, State Colleges, State Government, Two Year Colleges, *Unions

Identifiers—Canadian Association of University Teachers, Macomb County Community College MI, Northern Michigan University, Oregon, Wayne State University MI

Legal and economic issues pertaining to collective bargaining in a retrenchment situation are considered in 18 conference papers. Titles and authors are as follows: "Retrenchment in State Government: Its Consequences for Higher Education" (James R. Mingle); "A Chancellor's Perspective on Retrenchment" (Joseph S. Murphy); "An Analysis of the AAUP's Recommended Institutional Regulation on Financial Exigency" (Lawrence White); "Financial Exigency and Contract Law" (John A. Gray); "Avoiding Financial Exigency" (Sigmund G. Ginsburg); "Planning to Avoid Financial Exigency" (Ann H. Franke); "A Union Perspective on Cooperative Ventures in a Period of Retrenchment—No. I and No. II" (Alan D. Wilsey—No. I and Arnold Cantor—No. II); "Retrenchment—Faculty and Staff Policies" (C. Keith Groty); "Bargaining Retrenchment—Procedural Criteria for Layoff" (Jack Samit); "How Neutrals Can Help Bargainers in Troubled Times" (Robert Birnbaum); "Retrenchment—The Wayne State Experience" (Melbourne G. Stewart); "Negotiating Alternatives to Layoff—The Macomb County Community College Experience" (Bill Knott); "Negotiating Alternatives to Layoffs—The Oregon State Experience" (W. T. Lemman); and "Avoiding Financial Exigency: The Canadian Association of University Teachers Experience" (Tina Head). Three papers concern Northern Michigan

University's experience of financial exigency. They are: "A Union Officer's Perspective" (David Carlson); "A Grievance Officer's Perspective" (Candy Bays); and "An Administrative Response" (Glenn R. Stevens). (SW)

ED 243 354 HE 017 158

Higgins, Martin J. Glanville, Maree

The Impact of ACT 101 Programs in Pennsylvania.

Pub Date—Nov 83

Note—139p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Persistence, Administrator Attitudes, Alumni, Ancillary School Services, College Graduates, *College Students, *Developmental Studies Programs, Economically Disadvantaged, Educationally Disadvantaged, Higher Education, *High Risk Students, Questionnaires, *Student Attitudes, *Tutoring

Identifiers—ACT 101 Programs, *Pennsylvania

Results of a 1983 evaluation of Pennsylvania's ACT 101 programs, which provide support services to educationally and economically disadvantaged college students, are presented. Attention focuses on: the achievement and persistence of this population of students in 1975, 1977, and 1979; the attitudes of currently enrolled students; the attitudes and achievements of recent alumni; and the awareness and support of college administrators. Findings include the following: the persistence to graduation of ACT 101 students was above the U.S. average and far above what might be expected in the absence of special treatment; the attitudes of ACT 101 students toward college services were more positive than those observed nationally, especially for those services (counseling, tutoring) that constitute the core of the program; ACT 101 alumni tended to be more positive about their college experiences than were U.S. alumni in general; and administrators on the various campuses were well aware of the ACT 101 program and were highly supportive of it. Student case study results are also discussed. The following questionnaires, which were used in the evaluation, are appended: American College Testing Program (ACT) Student Opinion Survey, ACT Program Alumni Survey, and Pennsylvania program-specific student and administrators surveys. (SW)

ED 243 355 HE 017 160

Bromert, Jane Doyle

The Role and Effectiveness of Search Committees. AAHE-ERIC/Higher Education Research Currents.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 84

Note—5p.

Available from—American Association for Higher Education, Publications Department, One Dupont Circle, Suite 780, Washington, DC 20036.

Journal Cit—AAHE Bulletin; p7-10 Apr 1984

Pub Type—Reports - Evaluative (142) — Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Qualifications, *Administrator Selection, *Advisory Committees, *College Faculty, Higher Education, *Recruitment, *Teacher Selection

Identifiers—*Search Committees

Perspectives concerning search committees for college faculty and administrators are considered. Most of the existing literature on college and university search committees deals with general presidential and, to a lesser extent, with administrative searches. Search committees are a fairly recent phenomenon in higher education, and their growth is the result of state and federal legislation affecting faculty and staff members, a more participatory approach to college administration, and an enlarged pool of qualified candidates. Although the search process is subtle and varied, major activities of search committees include: organizing the group, advertising and seeking nominations, screening the applications, checking references, arranging interviews, and making a recommendation to the group or person making the final decision. A careful selection of search committee members and a clear mandate for the committee are important. Another

major prerequisite is that search committee members be familiar with the problems, needs, and values of the school or department. Finally, a realistic position description and a thoughtful list of candidate qualifications are needed by the committee. Information on a time table for a presidential search and the cost of a search are included. (SW)

ED 243 356 HE 017 161

Sherman, C. R. And Others

On the Status of Medical School Faculty and Clinical Research Manpower, 1968-1990. National Institutes of Health Program Evaluation Report.

Association of American Medical Colleges, Washington, D. C.; National Institutes of Health (DHHS), Bethesda, Md.

Spons Agency—National Academy of Sciences - National Research Council, Washington, D.C. Report No.—NIH-82-2458

Pub Date—30 Apr 81

Contract—NIH-N01-OD-9-2112

Note—352p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Groups, Career Planning, *Employment Projections, Faculty Mobility, Fellowships, Futures (of Society), Higher Education, *Medical Research, *Medical School Faculty, Medical Students, Physicians, *Productivity, Publications, *Researchers, Research Projects, Scientists, Teacher Employment

The results of six studies concerning medical school faculty and clinical research personnel are presented. The studies concern: (1) career research productivity of physician faculty; (2) accession and attrition of medical school faculty who are recent physician graduates; (3) comparison of training programs for physician scientists; (4) the research involvement plans of 1980 MD graduates; (5) national estimates of U.S. medical faculty for 1975-1976 through 1977-1978; and (6) projections of replacement needs for medical school faculty, 1980-1990. Specific considerations include: estimated annual publication rates of MD faculty by specialty and career age; longitudinal estimates of the proportions of successive graduating classes of medical students who become faculty members at U.S. medical schools; plans of 10,000 medical school seniors concerning research fellowships and careers and factors that influence those plans; annual medical faculty accession (first-time hiring) and loss (death, retirement) by rank and department during 1976 to 1978; predicted age distributions of all full-time faculty members through 1990; and rates of faculty accession, research involvement, competitive grant success, and research publication for graduates of four physical science training programs. (SW)

ED 243 357 HE 017 163

Shils, Edward

The Academic Ethic. The Report of a Study Group of the International Council on the Future of the University.

Report No.—ISBN-0-226-75332-8

Pub Date—22 May 83

Note—107p.

Available from—University of Chicago Press, 5801 S. Ellis Avenue, Chicago, IL 60637 (\$4.95).

Pub Type—Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*College Faculty, Educational Change, Government School Relationship, Higher Education, *Interprofessional Relationship, *Knowledge Level, Research, *Student Teacher Relationship, *Teacher Responsibility, Teaching (Occupation), Technology Transfer

Identifiers—Public Service

The obligations of college teachers under current conditions in higher education and public life are considered. Detailed attention is directed to the obligations of academics to their students, colleagues, universities, and to the promotion of knowledge through teaching and research. Also considered is the teacher's fulfillment of obligations to society through teaching, research, public service, and political activities in support of or in opposition to governments. Changes in higher education that challenge the academic ethic are addressed as follows: the mass university, the service university, the political university, the governmentally-dominated university, the bureaucratized university, the financially-straitened university, the university in the eye of publicity, the research university, and the disintegrated university. It is suggested that universities

still remain the major centers of learning in their respective societies. It is suggested that obligations that constitute the academic ethic are not the same as a comprehensive code of conduct for teachers. The academic ethic touches only on the acquisition and transmission of scientific and scholarly knowledge within the university and among universities and on activities using that knowledge outside the universities. (SW)

ED 243 358 HE 017 164

Danzig, Arnold B.

Honors at the University of Maryland: A Status Report on Programs for Talented Students.

Pub Date—Aug 82

Note—61p.

Pub Type—Historical Materials (060) — Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academically Gifted, *College Curriculum, Counselor Attitudes, *Departments, Educational Benefits, Educational History, Higher Education, *Honors Curriculum, Program Descriptions, *State Universities, Student Attitudes, Student Characteristics, Teacher Attitudes

Identifiers—*University of Maryland College Park

The history and current status of honors programs at the University of Maryland, College Park, are discussed, with some reference to special recent programming for gifted students. The following historical developments are covered: honors programs at Columbia College in the early 1900s, the idea of honors as a separate upper division program at Swarthmore College, and St. John's College's Great Books curriculum, which has similarities with honors programs. Honors programs were established at the University of Maryland during the 1950s and 1960s, and the earliest programs were conducted by departments. The environment during President Elkins' administration was an impetus for the honors program. The current impact of the University of Maryland's honors programs on the university and the general population was evaluated, based on a survey of public and private high school counselors, honors program faculty, students in departmental honors and general honors programs, and students not in an honors program. Survey results for each of these groups are presented in detail, and an ethnographic analysis of the general honors program is presented. In addition to examining characteristics of the general honors program and students enrolled in the program, admissions data for academically talented students are considered. (SW)

ED 243 359 HE 017 165

Oliver, Ronald L.

Evaluating University Teaching: Instructions for Departmental Chairs.

Pub Date—[84]

Note—42p.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Guides, College Faculty, *College Instruction, *Department Heads, Evaluation Criteria, *Faculty Evaluation, Guidelines, Higher Education, Individual Characteristics, *Norm Referenced Tests, *Student Evaluation of Teacher Performance, Teacher Characteristics, *Teacher Effectiveness, Teacher Participation

Approaches to faculty evaluation to assist departmental chairs who have no formal background in personnel administration are discussed. Stages in the development and maintenance of performance appraisals for instructors are considered, including a written position guide, a performance planning conference, a performance appraisal procedure, a progress review conference, an individual development program, and a post-development program review conference. Student evaluations of teacher performance are also covered in depth, based on research at Northwestern Oklahoma State University, where students identified characteristics of effective and ineffective university instructors. The process of norm referencing, including an explanation of the normal curve, is discussed in order to illustrate the use of a student evaluation instrument. The norm-referenced instrument that was used at the university is examined in detail. Twenty items by which students evaluate faculty members are identified, and examples of competencies for each item are provided. Additionally, the following aspects of evaluating faculty members with the norm-referenced approach are addressed: individual teacher characteristics, instructional character-

istics of the teacher, and the university community activities of the teacher. (SW)

ED 243 360 HE 017 166

O'Gorman, David E.

Adapting to a Computer-Oriented Society: The Leadership Role of Business and Liberal Arts Faculties.

Pub Date—Apr 84

Note—15p.; Paper presented at the Annual Meeting of the Midwest Business Administration Association (Chicago, IL, April 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Administration Education, *College Faculty, College Role, *Computers, Decision Making, Educational Planning, Higher Education, Interprofessional Relationship, *Liberal Arts, *Technological Advancement

The need for higher education to take a proactive rather than a reactive stance in dealing with the impact of the computer is considered. The field of computerized video technology is briefly discussed. It is suggested that disparate groups such as the liberal arts and business faculties should cooperate to maximize the use of computer technology. The liberal arts faculty brings expertise in philosophical issues and in the content of the general education program. Liberal arts disciplines utilize the computer in a variety of ways (e.g., for an analysis of variables underlying the French Revolution, for analyzing a literary text into individual words). The business faculty has expertise in financial/accounting applications of the computer as well as the ability to identify needs of student segments and types of courses that meet student needs. The use of "stakeholder" analysis to make decisions about future activities and three preparatory steps are addressed. Preparatory activities involve forming a steering committee from liberal arts and business faculties, assessing the external environment, and generating alternative courses of action. Stakeholder analysis provides a thorough analysis of all the major facets of a proposed course of action. (SW)

ED 243 361 HE 017 167

Epstein, Howard V.

The Older College Student—A Changing Tradition.

Pub Date—Apr 84

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Students, Case Studies, *College Attendance, *Enrollment Influences, Higher Education, *Learning Motivation, *Reentry Students, *Student Characteristics, Undergraduate Students

Personal characteristics of adult undergraduates who are 36 years old and older were studied. A sample of 24 adult students from a state-supported, urban university were interviewed/taped, and audio recordings were reviewed for descriptions of sociodemographic and psychosocial characteristics. The dominant student profile was of a 44-year-old white, married woman, enrolled part time, who entered the university as a transfer student. Critical life incidents that precipitated college enrollment were related to important turning points within the life span. Motivation for seeking a college degree was related primarily to a lifelong valuation of learning while possibly improving job opportunities. Affordable tuition, availability of certain major programs of study, and convenient scheduling influence institutional choice. Being older than most undergraduates was not perceived as a hindrance; rather, the maturity of adulthood was viewed as an enabling factor. Data on the characteristics of the sample are provided, including respondents' occupation; educational levels attained by mother, father, spouse; learning motivations; and factors affecting college choice. Frequencies are indicated for specific learning motivations that are categorized as learning oriented, goal oriented, and activity oriented. Case studies and a bibliography are included. (Author/SW)

ED 243 362 HE 017 168

Utilization of Residence Hall Facilities, Fall 1983 with Trends from Fall 1974.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.
Report No.—SUNY-OIR-9-84

Pub Date—Feb 84

Note—63p.; Some tables may not reproduce well due to small print.

Available from—State University of New York Office on Institutional Research and Analytical Studies, Albany, NY.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Annual Reports, *College Housing, *Dormitories, *Facility Utilization Research, Higher Education, Multicampus Colleges, *On Campus Students, *Resident Assistants, *State Universities

Identifiers—*State University of New York

Detailed fall 1983 data, and summary data for fall 1974-1983, are presented on the utilization of residence hall facilities (excluding community colleges). Trend data are displayed for each institution and institution type. Graphic displays of percent utilization of residence hall facilities are included. The four tables of data for fall 1983 are as follows: aggregated data that describe the original capacity of the residence hall facilities, the reduction or temporary adjustments to this original capacity, and net available space and actual utilization; (2) detailed data concerning the types of utilization of net available space, with resident student utilization as well as other types of utilization arrayed in categories; (3) resident student utilization arrayed by institution, type of accommodation, and rate paid by the students; and (4) displays by institution, the distribution of resident assistant bed rental waivers, total student occupancy, the resident student factor with which the number of authorized bed rental waivers is calculated, and the ratio of resident student to resident assistants. In addition to the statistical data, a brief narrative summary and definitions are included. (SW)

ED 243 363

HE 017 169

Snyder, Vivian

Effects of Study Techniques on Developmental College Students' Retention of Textbook Chapters.

Pub Date—Apr 84

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*College Students, Educational Research, Higher Education, *High Risk Students, *Learning Processes, *Memory, Notetaking, Review (Reexamination), Selective Admission, *Study Skills

Identifiers—*Outlining, *SQ3R Study Formula, Underlining

Three methods for studying college textbook chapters were compared, with 50 college special admissions students as subjects. Utilizing a counterbalanced design, students enrolled in a study skills course were given instruction in three study techniques: SQ3R, outlining, and underlining. The SQ3R method (Francis Robinson, 1946) consists of five steps: gaining an overall orientation of what will be read, turning each heading throughout the chapter into a question, reading the chapter to answer the questions, reciting in the student's own words the answer to the question, and summarizing or writing the main points of the chapter. Participants applied the technique to three college textbook chapters provided by the researcher. Recall performance was measured at the end of each of 3 weeks, utilizing an objective test measuring the chapter information. Analysis of variance for Latin-squares with repeated measures indicated a significant difference between mean scores on the posttests. Pairwise post-hoc analyses using the Scheffe multiple comparison procedure indicated that the mean recall performance for the outlining method was significantly different than the other two methods. Mean recall performance was higher for outlining than for the other methods. There was no statistical difference between the means of the underlining and the SQ3R posttests. (Author/SW)

ED 243 364

HE 017 170

George, Melvin D.

The Decision-Maker Perspective: Procedures Which Avoid Legal Hassles.

Pub Date—26 Apr 84

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Decision Making, *Employment Practices, *Faculty Evaluation, Higher Education, *Legal Problems, *Peer Evaluation, *Personnel Policy, Standards, Teacher Promotion Personnel decisionmaking at colleges and universities is discussed, with consideration of ways to avoid legal problems. Two approaches are recommended for universities: develop procedures to minimize the risk of law suits by faculty members and school staff, and provide protection from lawsuits for faculty and staff. Institutional procedures that can control risk are identified: expectations for faculty members should be stated clearly, especially in the letter of offer; departmental colleagues and heads should monitor performance, point out shortcomings, and note areas in which improvement is required. If there is to be a later decision not to give tenure or not to promote, a background of performance evaluation that will substantiate that judgment is very important. To minimize risk, the decisionmaking process regarding promotion, tenure, and other personnel concerns should meet several "fairness" tests: ample opportunity should be provided for contribution of relevant materials by the person being evaluated; different evaluation methods and viewpoints should be allowed; confidentiality should be respected; and opportunity for appeal should be adequate. The university must assume risk when a faculty member acts in good faith to participate in the evaluation of a faculty colleague. University of Missouri rules and regulations for the defense and protection of employees are appended. (SW)

ED 243 365

HE 017 171

Eash, Maurice J. Lane, John J.

Faculty Development: A Study of Constraints and Opportunities for Faculties and Institutions of Higher Education.

Spons Agency—Illinois State Board of Higher Education, Springfield.

Pub Date—Apr 84

Note—54p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Administrator Attitudes, Consultation Programs, *Faculty Development, Higher Education, Institutional Cooperation, *Intercollegiate Cooperation, Private Colleges, *Professional Development, *Program Development, *Retraining, State Colleges, Teacher Attitudes, *Teacher Exchange Programs, Two Year Colleges, Universities

In order to promote faculty development, the potential for sharing faculty resources among Illinois private and public institutions was studied. Three institutions were assessed: a comprehensive graduate-level public university, a comprehensive graduate-level private university, and a public community college. Faculty development activities that involve sharing of faculty resources among institutions were defined under four constructs: exchange, retraining, updating, and individual professional growth. Questionnaires were developed, pretested, and administered to 12 faculty from each institution. Interviews were also conducted with three administrators and five faculty from each of the three institutions. In addition, a sample of six institutions with different characteristics was studied to cross validate the sample. A second study was also initiated to investigate sharing personnel among business, industries, government agencies and nonprofit private agencies. Administrators of the two senior institutions saw no institutional policy or legal constraints to a faculty exchange program conducted between colleges and universities, while the community college administrators viewed the union contract governing wages and working conditions as a major consideration. The views of faculty respondents and additional findings are considered. (SW)

ED 243 366

HE 017 172

Webster, David S.

The "Flexner Report" of 1910 and Its Influence on

Later Studies of Academic Quality.

Pub Date—Apr 84

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Best copy available.

Pub Type—Historical Materials (060)—Opinion Papers (120)—Speeches/Meeting Papers (150)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Colleges, *Comparative Analysis, Educational History, *Educational Quality, *Higher Education, Institutional Characteristics, *Institutional Evaluation, *Medical Schools, *Reputation

Identifiers—*Flexner (Abraham)

The "Flexner Report" of 1910, which described 155 U.S. and Canadian medical schools, is discussed, along with its influence on later studies of academic quality. Scholars almost universally agree that the Flexner Report dramatically changed the nature of medical education in the United States, although they disagree about how this happened. In addition to information on medical school finance, enrollments, and learning environments, Flexner listed all schools by state (province). For each school, he briefly described entrance requirements, teaching staff, income, laboratory facilities, and clinical facilities. He also described medical education in general for most of the states and suggested improvements. Flexner obtained most of his information by personally inspecting the medical schools. He was perhaps more blunt than anyone has been, before or since, in a report on colleges intended for the general public. Flexner later wrote several other comparative studies of universities. In addition, at least two studies published much later by the Carnegie Foundation for the Advancement of Teaching followed the format of the Flexner Study very closely. Another successor to the Flexner Report was a large work published by the U.S. Bureau of Education. (SW)

ED 243 367

HE 017 173

Bjork, Lars G.

Administrative Leadership and the Development of a Research University.

Pub Date—Apr 84

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Historical Materials (060)—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Administrator Role, College Administration, *Educational History, Fund Raising, Higher Education, *Institutional Characteristics, *Leadership Responsibility, *Research, School Organization, Universities

Identifiers—*Research Universities, *University of New Mexico

Administrative leadership as a factor associated with the development of the University of New Mexico from an undergraduate teaching institution toward a nationally-ranked graduate research university is discussed. An ethnographic approach was employed for the institutional study, using documents from the university files and informal interviews. Factors concerning institutional development are briefly reported for the period 1967-1978. The internal modification of the organizational structure of the university, including the establishment of the Office of the Vice President for Research, is described. It is noted that such adjustments also facilitated the university's attempts to provide leadership for its research agenda and to secure external research support. The leadership activities of the Office of the Vice President for Research are also discussed with a focus on its efforts to protect faculty research interests and to secure external research support funds. Both sets of organizational development activities were associated with the university's emergence as a nationally-ranked research institution. (SW)

ED 243 368

HE 017 174

Pettit, Lawrence K. Kirkpatrick, Samuel A.

Postsecondary Educational Governance among the States: An Introduction to the Roles of Statewide Executive Officers and Their Boards.

Pub Date—Apr 84

Note—46p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27,

1984). Project supported in part by the State Higher Education Executive Officers (SHEEO) Association and the Texas A&M University.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Responsibility, *Governance, *Government School Relationship, *Leadership Responsibility, *Political Influences, *Postsecondary Education, *State Boards of Education, *State Officials, *Statewide Planning Identifiers—*State Higher Education Executive Officers Assn

A large research project on state governance and coordination of higher education is introduced. Attention is directed to the objectives, intellectual roots, and interdisciplinary scope of research that is necessary on the topics of state higher education executive officers, their agencies, and their boards. Following a brief review of relevant literature, findings are presented related to a survey of state higher education executive officers, their orientations toward task performance, formal responsibilities, representation, leadership, expertise, and decision referents. Emphasis is placed on basic types of role strains and incongruities, as well as various political characteristics bearing on role in the context of campus, legislative, and executive relationships. The findings indicate a primacy of political roles, significant legislative and executive branch interaction, substantial variation in types of political roles, wide latitude for leadership initiative, divergent perspectives on representation of various interests, and the existence of fundamental role strains and conflicts inherent in the intermediary position of higher education governing and coordinating boards in the American states. (SW)

ED 243 369

HE 017 175

Simmons, Howard L.
Minority Involvement in the Accreditation Process.

Pub Date—Apr 84

Note—8p.; Paper presented at the Northeast Regional Conference of the American Association of Community and Junior Colleges National Conference on Black American Affairs (April 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accreditation (Institutions), *Accrediting Agencies, *Affirmative Action, *Black Teachers, Higher Education, Hispanic Americans, Institutional Evaluation, Leadership, *Minority Groups, Power Structure, Racial Discrimination, *Teacher Participation

Perspectives concerning the lack of participation of many minority persons in colleges and universities in the accreditation process are offered, along with recommendations for accrediting agencies, colleges, and minorities. It is noted that the executive staffs of accrediting bodies have no blacks. Further, no staff of the national agencies has any minority representation, and only two of the six regional agencies have black executive staff. Practices of the Middle States region include the following: the usual method of identifying potential evaluators is through recommendations from chief executive officers or college chief academic officers; generally, few persons who have had no previous evaluation experience are appointed to an evaluation team; and some blacks and other minority groups turn down the opportunity to serve on teams. Suggestions for accrediting agencies include: involve more minorities from all types of higher education institutions in activities; and instruct evaluation team members to review the institution's commitment to equity in enrollment and employment. Recommendations for colleges include: include minority staff in campus self-study; and become more aggressive in the identification of competent minorities for evaluation teams. (SW)

ED 243 370

HE 017 176

Andersen, Charles J.
Financial Aid for Full-Time Undergraduates.
Higher Education Panel Report Number 60.
American Council on Education, Washington, D.C.
Higher Education Panel.

Spons Agency—Department of Education, Washington, DC; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—Apr 84

Contract—SRS-8117037

Note—44p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Freshmen, Comparative Analysis, Computer Oriented Programs, Eligibility, *Family Income, Federal Aid, *Full Time Students, Higher Education, *Need Analysis (Student Financial Aid), Private Colleges, Questionnaires, State Colleges, *Student Financial Aid, *Undergraduate Students

The level and composition of student financial aid for undergraduate students were estimated, with attention to estimated number of aid recipients, the total amount they received, the distribution of aided students by their families' income level, the composition of their aid packages, and the use of computers in the administration of aid. In addition, information was obtained on the sources used by the institutions in developing their standards for eligibility for continued student support from federal aid programs. Findings include the following: nationally, 51 percent of full-time undergraduates received some form of financial aid; 46 percent of the students attending less costly institutions (where costs were less than \$3,000 per year) received aid, compared with 59 percent of students attending the more expensive institutions; in 1982-1983, \$7.7 billion of aid was distributed, excluding funds from Guaranteed Student Loans and from social security and veterans' benefits programs; federal programs funded more than half of the aid distributed in 1981-1982 and in 1982-1983; and 40 percent of dependent aided students came from families with annual incomes under \$15,000, while 22 percent came from families with incomes of \$30,000 or more. Detailed statistical tables, the study questionnaire, and technical notes are appended. (SW)

ED 243 371

HE 017 177

Goddard, Constance
Defining Computer Literacy for Higher and Adult Education.

Pub Date—83

Note—28p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Adult Learning, College Programs, *Computer Literacy, *Definitions, Educational Objectives, Higher Education

An operational definition of computer literacy for higher education is offered after reviewing various views concerning literacy and computer literacy. Some writers have specified levels of expertise beyond that of nonuser, ranging between the casual end-user and the programmer. Other definitions emphasize the computer as a tool and the importance of understanding some of the machine's capabilities. Objectives for two types of literacy programs are compared: an awareness program and a rigorous course that includes programming. Attention is also directed to results of a survey of adult attitudes toward computers, workplace-sponsored programs to train staff to use computers, literacy with personal computers, computing courses for adults, computer literacy at college, literacy for faculty, and computer-supported learning. It is concluded that computer literacy seems to have three components: the ability to use a computer as a tool, the ability to manipulate a computer beyond that of the casual end-user, and enough knowledge of the computer's capabilities to make intelligent decisions regarding its social and political use. The ability to manipulate a computer can be acquired either by learning to use an applications package or actually learning to program. (SW)

ED 243 372

HE 017 178

Enrollment Forecasts, 1985-95, Texas Institutions of Higher Education. Study Paper 27, Revised.
Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date—Jan 84

Note—43p.

Available from—Coordinating Board, Texas College and University System, P.O. Box 12788, Capitol Station, Austin, TX 78711.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Groups, College Attendance, *College Students, *Community Colleges, *Enrollment Projections, Futures (of Society), Institutional Characteristics, *Population Trends, *Postsecondary Education, *State Colleges, State Surveys, Trend Analysis, Upper Division Colleges Identifiers—*Texas

Revised forecasts for enrollments for 1985-1995 for Texas higher education institutions are presented. After a brief narrative overview of trends, statistical tables are presented, including the following: enrollment forecasts for higher education in the state, enrollment forecasts and changes for public senior institutions, headcount enrollment, population trends statewide and in Harris County, enrollment rates for Harris County, the ratio of total to in-state enrollment for 1983, and community college enrollments. Enrollment forecasts for 1985, 1990, and 1995 are provided by type of institution and for the 37 public universities. Trends include the following: an annual average growth rate of about 1 percent is expected for higher education institutions; public community colleges are expected to grow at a slightly faster rate than the public universities during 1983-1990; between 1985 and 1990 the number of persons in the age cohort 15 to 29 will increase by only 1.12 percent, compared to an overall population increase of more than 11 percent; and the 20-24 year age cohort will actually decline in number, while the population aged 35 and over will continue to grow. Information is included on the enrollment forecasting procedures. (SW)

ED 243 373

HE 017 179

Jacobsen, Marilyn-Lu W. Sabritt, David
RN Baccalaureate Education: A Process-Product Evaluation, 1979-1983. Final Report.

Kentucky Univ., Lexington. Coll. of Nursing. Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Nursing. **Pub Date**—Jul 83

Grant—PHS-HRA-D10-NU-24102-01

Note—180p.; Appended questionnaires are marginally legible.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Attitude Change, *Bachelors Degrees, Education Work Relationship, Higher Education, Nurses, *Nursing Education, Professional Autonomy, *Professional Development, Questionnaires, *Work Attitudes

Identifiers—Sluething Nursing Pathways Project
Processes and outcomes associated with baccalaureate education for registered nurses were studied longitudinally as part of the Sluething Nursing Pathways Project. Participants included about 500 registered nurses who entered the Bachelor of Science in Nursing (BSN) programs at the University of Kentucky, the University of Louisville, Northern Kentucky University, and the University of Cincinnati between 1979 and 1982. Evidence was found that registered nurses' completion of a baccalaureate program was associated with changes in work-related value systems described as a transition from technical to professional outlooks on nursing. Factor analysis revealed four dimensions: identification with nursing as an organized profession; belief in the use of expanded forms and sources of knowledge; acceptance of holistic approaches to nursing; and belief in the capacity of nurses to act autonomously and make independent decisions. The performance and role structure of registered nurse-BSN graduates were compared with those of generic BSN, associate degree, and nursing diploma graduates working in similar settings. Appendices include: an entry questionnaire, an opinion survey questionnaire, cognitive task analysis questionnaires and supervisor assessment questionnaires for nurses in clinical and administrative roles, and a withdrawal survey questionnaire. (Author/SW)

ED 243 374

HE 017 180

Brown, Peggy Ann, Ed.
The New Scholarship on Women.
Association of American Colleges, Washington, D.C.

Pub Date—Apr 84

Note—21p.

Available from—Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
Journal Cit—Forum for Liberal Education; v6 n5 Apr 1984

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Programs, *Curriculum Development, Educational Change, *Feminism, Higher Education, Intellectual Disciplines, Liberal Arts, Program Development, *Scholarship, Teacher Attitudes, *Womens Studies

Identifiers—Guilford College NC, Indiana University Bloomington, Mankato State University MN, Montana State University, Stephens College MO, University of Maine Orono, Wheaton College MA

Ways that colleges and universities are responding to the new scholarship on women are described. First, an essay by Peggy McIntosh, "The Study of Women: Processes of Personal and Curricular Re-vision," considers stresses for the ego and challenges to the intellect that women's studies work brings to faculty members in traditional disciplines. Next, five kinds of courses are described that reflect various interactive phases of awareness in the faculty members teaching them. The following college programs are described: Yale University's Women's Studies Program, Smith College's model for integrating women's experience into the curriculum, Kansas State University's Women's Studies Program, and Stephens College's focus on women in the liberal education requirements and a minor in women's studies. Additionally, updates of programs are presented for Wheaton College, Guilford College, Indiana University-Bloomington, University of Maine at Orono, Mankato State University, Montana State University, and Old Dominion University. Additional programs are also covered: The Claremont Colleges, Dartmouth College, Hope College, Kenyon College, University of North Dakota, Salem College, and Southern Methodist University. Descriptions of new resources for integrating women's studies into the curriculum are also included. (SW)

ED 243 375 HE 017 181

Brief to the Ontario Council on University Affairs on Operating Grant Requirements for 1985-86. Council of Ontario Universities, Toronto. Committee on Operating Grants.

Report No.—COU-84-4; ISBN-0-88799-182-3

Pub Date—Apr 84

Note—77p.; For the brief covering the period 1984-85, see ED 230 126. Some tables may not reproduce well due to small print.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.

Pub Type—Numerical/Quantitative Data (110) — Reports — Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Comparative Analysis, *Educational Finance, Employment Patterns, Expenditures, *Fiscal Capacity, Foreign Countries, *Higher Education, Income, *Operating Expenses, Tax Effort, Teacher Salaries

Identifiers—Canada, *Ontario

The 1985-1986 operating fund requirements for Ontario higher education institutions are examined. After reviewing the Ontario government's funding record for higher education, statistical tables are presented, including the following: interprovincial comparisons of university financing; Ontario Universities' share of provincial budgetary expenditures; Council of Ontario Universities' funding recommendations for 1985-1986; interprovincial comparisons of operating grants to universities per full-time-equivalent student, 1974-1975 to 1983-1984; provincial operating grants for universities per \$1000 of provincial personal income; expenditures per client served, 1973-1974 to 1982-1983; interprovincial comparisons of total operating expenses per client; estimated tax capacity, tax revenue, and tax effort, 1983-1984; Canadian unemployment and participation rates by educational attainment; projected annual percentage increases in the Consumer Price Index; benefit costs and increases relative to salary expenditure in universities and government; and index of expenditure on library acquisitions. A summary of 1983-1984 college enrollment trends and projections for 1984-1985 is appended, along with information on the Ontario University nonsalary price index. (SW)

ED 243 376 HE 017 182

Agenda for Discussion: Midyear Progress Report of the Governor's Commission on the Future of Higher Education in Michigan.

Governor's Commission on the Future of Higher Education in Michigan, Lansing.

Pub Date—4 Apr 84

Note—99p.

Available from—Commission on the Future of Higher Education, North Ottawa Building, Box 30026, Lansing, MI 48909.

Pub Type—Reports — Evaluative (142) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Access to Education, Advisory Committees, College Preparation, College Programs, College Role, Economic Factors, Educational Cooperation, *Educational Finance, Educational Quality, Education Work Relationship, Enrollment Projections, *Higher Education, Position Papers, School Business Relationship, State Aid, State Colleges, *Statewide Planning, Student Financial Aid, Tuition

Identifiers—Blue Ribbon Commissions, *Michigan

Major issues facing higher education in Michigan and future trends and demographics are addressed in this 1984 progress report. Attention is directed to the following issues: coordination and communication between educational sectors, particularly regarding admissions standards; precollegiate education; the quality of undergraduate education; tuition at state institutions; the level and mix of institutional and student financial aid programs; the amount of revenue needed to maximize affordability and access; improving support services, programs, and policies to promote access of women, minorities, handicapped persons, and adult learners; occupational supply and demand; the distribution of programs across all degree and course levels; ways in which business/education/government linkages can be facilitated and the role of higher education in promoting Michigan's economic development; state funding for higher education; and roles and missions of each institution and sector. Three critical system issues are also addressed: establishment of a comprehensive statewide uniform database for higher education, the development of a strategic planning mechanism, and development of strategies to reduce and refocus the system. Economic trends, enrollment projections, economic assumptions, and trends in state spending are reviewed. The executive order establishing the Governor's Commission is included. (SW)

ED 243 377 HE 017 183

Watts, W. David. Forbes, Douglas. General Education Reform: A Faculty and Student View.

Pub Date—23 Mar 84

Note—28p.; Paper presented at the Annual Meeting of the Southwest Social Science Association (62nd, Fort Worth, TX, March 23, 1984).

Pub Type—Reports — Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Strategies, College Administration, College Curriculum, College Programs, Conflict Resolution, *Curriculum Development, *Decision Making, *Educational Objectives, *General Education, Higher Education, Liberal Arts, Program Administration, *Student Attitudes, *Teacher Attitudes

Identifiers—Southwest Texas State University

Faculty and student opinions about general education at Southwest Texas State University were assessed, along with the effect of the matrix administration structure. Views concerning the present requirements and structure of general education were surveyed, based on administration of faculty and student questionnaires. The survey data revealed that the main areas of conflict were between the technical, vocational areas and the traditional liberal arts and sciences. The liberal arts representatives felt threatened by the loss of majors and enrollment, and the representatives of the technical fields of study felt that they were not receiving the kind of support they needed. A matrix model of administration facilitates communication across different organizational structures of the university and leaves authority for decision-making at the top. In determining action, upper administration of each department must consider: commitment to general education, the strength of its major, its mission, and its external environment (e.g., the state, employers). Review of survey data and the matrix administration structure suggest that general education will play a limited role, subordinate to the major. (SW)

ED 243 378 HE 017 184

Sanders, Jack. Slack, Marilyn. Study of R&D Strengths of AEL Member Institutions of Higher Education.

Appalachia Educational Lab., Charleston, W. Va.

Pub Date—30 Nov 79

Note—52p.

Pub Type—Reports — Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Programs, *Consultation Programs, Departments, Higher Education, *Institutional Characteristics, *Intercollegiate Cooperation, Program Descriptions, Questionnaires, *Regional Cooperation, *Schools of Education, School Surveys

Identifiers—AEL Regional Exchange, California State College PA, Jacksonville State University AL, Muskingum College OH, Ohio University, *United States (Appalachia), University of Kentucky, West Virginia State College, West Virginia University

Results of a 1979 survey of colleges belonging to the Appalachia Educational Laboratory (AEL) are presented. Objectives were to develop a file of general information about each higher education institution represented on AEL's Board of Directors, and to identify areas of particular academic strength represented in these institutions. The information was to be used to promote consultation services among the region's educators. Profiles are presented for each of the following institutions: Jacksonville State University, University of Kentucky, Ohio University, Muskingum College, California State College, West Virginia State College, and West Virginia University. Information is provided for each college on well-staffed areas for which consultation services are available. The following divisions/departments are covered for each college: curriculum/instruction at the elementary and secondary policy, and secondary levels, guidance and counseling, educational administration, educational policy, and educational research. In addition, for Virginia Polytechnic Institute and State University, information is provided on staffing competencies in several fields, including administration and vocational/technical education. Information is also provided on publications regularly issued for each school, and descriptions of college projects are included. A questionnaire is appended. (SW)

ED 243 379 HE 017 185

Management Education Courses in Western Australia.

Western Australia Post Secondary Education Commission, Nedlands.

Report No.—ISBN-7244-64948

Pub Date—Jan 84

Note—18p.; Prepared by the Management Education Advisory Group.

Available from—Western Australian Post Secondary Education Commission, 16-18 Stirling Highway, Nedlands, Western Australia, 6009.

Pub Type—Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, *Business Administration Education, *College Programs, Course Descriptions, Credit Courses, *Educational Administration, Foreign Countries, Graduate Study, Higher Education, Noncredit Courses, *Public Administration Education, Undergraduate Study

Identifiers—Australia (Western Australia)

Information is presented on current management education courses offered in Western Australia, based on a survey conducted by the Management Education Advisory Group. These management education courses include both undergraduate and graduate courses that cover public administration and educational administration. Four tables provide the following information: management education courses by subject matter and level; award courses by subject matter, institution, and level; nonaward courses by subject matter and organization; and nonaward courses by subject matter and target group. Brief course descriptions are also provided, along with information on entrance requirements and duration. Finally, a classification of the courses by subject matter is presented, based on an international business classification that originated in the United States and was modified for Western Australia. (SW)

ED 243 380 HE 017 186

Gross, Michael. And Others. Exploring the Baccalaureate Degree: Eleven Institutions Report.

Association of American Colleges, Washington, D.C.

Pub Date—[84]

Note—23p.

Available from—Association of American Colleges, 1818 R St., N.W., Washington, DC 20009.

Pub Type—Reports — Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, *Bachelors Degrees, *College Instruction, *Educational Objectives, *Extracurricular Activities, Higher Education, Institutional Characteristics, *Learning Experience, School Surveys, Student Evaluation, Teacher Role

Identifiers—Project on Redefining the Baccalaureate Degree

Information is provided on the nature of the baccalaureate degree at 11 institutions, based on the findings of the Association of American College's Project on Redefining the Meaning and Purpose of the Baccalaureate Degree. Views of the institutions are summarized concerning the following: the qualities and experiences that should characterize the baccalaureate graduate, curriculum and instruction, extracurricular activities, the faculty and administrative roles, and student evaluation. Highlights of the findings include the following: emphasis was placed on the mastery of basic skills, development of advanced thinking skills, character development, and in-depth knowledge of some area; the colleges offered varied approaches to actively engage the student in learning; extracurricular activities provided additional opportunities to stimulate action as well as contemplation; and there was evidence of growing faculty involvement in institutional decisions beyond the spheres of curricular and personnel policymaking. Institutions that were surveyed are as follows: Brooklyn College, Carnegie Mellon University, Empire State College, Grinnell College, Hampshire College, Maricopa Community College, Rhode Island College, St. Mary's College, Tuskegee Institute, University of Tennessee-Knoxville, and Washington University. (SW)

ED 243 381 HE 017 187

The Higher-Education Market: Patterns of Responsibility, Purchasing, & Influence. A Market Study.

John Minter Associates, Inc., Boulder, CO.

Pub Date—83

Note—138p.

Available from—Chronicle of Higher Education, Inc., 1333 New Hampshire Ave., N.W., Washington, DC 20036 (\$35.00).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—*Administrator Responsibility, *Campus Planning, *College Administration, College Libraries, College Planning, Computer Oriented Programs, *Computers, Department Heads, Higher Education, Interprofessional Relationship, Laboratories, Leadership Responsibility, *Purchasing, Questionnaires, Reading Interests, *School Business Officials

Roles played by the executive team in higher education, including their involvement in planning, purchasing, computer use on campus, and management, were surveyed. Tables and summaries address the roles of chief executive officers, chief academic officers, chief business officers, department heads, and computer center directors, as well as how they influence others in and out of higher education. Specifically, the tables show: which officials are responsible for certain job functions, their influence over civic and social issues, what they read regularly, who makes purchasing decisions and approved budgets, and how computers are used on campus. A final chapter profiles the higher education market and draws from statistical sources other than the survey. Findings include the following: top management officials are involved in multiple job responsibilities; a number of key management responsibilities involve a high percentage of officials at all levels; a few responsibilities, such as business management, investment and portfolio management, and library management, are handled by one type of official; one in three chief executive and chief business officers has taught in the past 2 years; and one in three chief executive officers serves on boards of trustees. A questionnaire is appended. (SW)

ED 243 382 HE 017 188

Metsinger, Richard J., Jr. Dubeck, Leroy W.

The Faculty Role in Budgeting.

Pub Date—Apr 84

Note—7p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036.

Journal Cit—Business Officer; v17 n10 p17-21 Apr 1984

Pub Type—Opinion Papers (120) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Budgeting, Budgets, *College Faculty, Decision Making, Expenditures, Financial Problems, Fiscal Capacity, Higher Education, Income, Institutional Characteristics, Operating Expenses, Power Structure, *Resource Allocation, *Teacher Participation, Teacher Role

Specific roles faculty members can play in their institution's budget processes are discussed, and the general ends served by budgets are identified. Each of the dimensions of institutional character (e.g., size, mission) determines the ways in which participants in budgeting will interact. For example, broader faculty participation in budgeting generally is more easily achieved in smaller colleges than in larger institutions. Other factors influencing faculty participation in budgeting include the overlap of budget cycles and the number of layers of review in the process. Three broad categories that encompass most of the questions asked by participants in budgeting are: expenditure plans, source of revenue, and hidden costs. Strategies for gaining flexibility in the budget are also considered, including creating a central reserve of resources by withholding a small percentage of the funds distributed to lower levels in the institution. In addition, strategies that can be employed to meet a fiscal crisis are reviewed: short-term (1 to 3 years), focusing largely on cash-flow management; intermediate-term (2 to 6 years), focusing on personnel policies; and long-term (3 to 9 years), focusing on the rearrangement of program priorities, including significant reallocation of resources that may require the reduction or elimination of programs. (SW)

ED 243 383

HE 017 189

Brom, Giles

A Critical Study of the Effectiveness of the Seven Christian Brothers' College Art Departments in the United States.

Pub Date—83

Note—95p; Doctoral Research Project Report, Nova University.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Art Education, *Church Related Colleges, *College Programs, *Enrollment Trends, Fine Arts, Higher Education, Majors (Students), Nonmajors, Program Evaluation, Questionnaires

Identifiers—*Art Departments, *Christian Brothers Colleges, Christian Brothers College TN, College of Santa Fe NM, La Salle College PA, Lewis University IL, Manhattan College NY, Saint Marys College CA, Saint Marys College MN

The effectiveness of the seven Christian Brothers' college art departments in the United States was studied. Attention was directed to: programs being offered in the arts, the effectiveness of these programs, approaches to upgrade weak programs, trends in the number of art majors during 1978-1983, and trends in the number of students registered in all arts classes. Based on questionnaire results, it was found that a significant decline in the number of art majors and in the number of students registered in art classes occurred. Several new courses had been added to the curricula to answer student needs and a significant amount of the budget had been allotted to the arts. One of the seven colleges did not have an art department, two were strongly oriented toward art history and another was oriented toward theater, while the remaining three colleges offered a studio approach to art instruction. A lack of cooperation between the arts was also found in some of the institutions. In addition, there were some plans for future development and renovation of facilities and curricula. The seven colleges were as follows: Christian Brothers College, Memphis; College of Santa Fe; La Salle College; Lewis University; Manhattan College; Saint Mary's College, California; and Saint Mary's College, Minnesota. A bibliography and questionnaire are appended. (Author/SW)

ED 243 384

HE 017 190

Lowman, Joseph

Mastering College Teaching: Dramatic and Interpersonal Skills.

Pub Date—Jan 84

Note—19p; Paper presented at the National Institute on Teaching of Psychology to Undergraduates (6th, Clearwater Beach, FL, January 1984).

Best copy available.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Instruction, Communication Skills, *Emotional Response, Higher Education, Interpersonal Competence, *Learning Motivation, *Student Motivation, *Student Teacher Relationship, *Teacher Effectiveness

A model of effective college teaching is proposed, based on published research and informal interviews of reputed master teachers at schools in the Southeast and New England. Outstanding teaching was found to result primarily from a college teacher's skills at creating intellectual excitement and positive rapport in students. Skill at creating intellectual excitement has two components: the clarity of one's communications and their positive emotional impact on students. Instructors must focus attention on key assumptions and critical insights of a subject and not be distracted by qualifications that most concern them as scholars. Outstanding teaching is characterized by emotions associated with intellectual activity: the excitement of considering ideas, understanding abstract concepts and seeing their relevance to one's life, and participating in the process of discovery. The second dimension of outstanding teaching, interpersonal rapport, ensures that students learn maximally from the lecture or discussion and are not distracted by negative emotions. Teachers need to avoid generating excessive anxiety and anger toward the teacher and to promote positive feelings in students. Tables are presented to illustrate high, moderate, and low ranges of the two dimensions of outstanding teaching. (SW)

ED 243 385

HE 017 191

Whittington, Harold

Student Evaluations as Social Ritual.

Pub Date—Mar 84

Note—21p; Paper presented at the Annual Meeting of the Southwestern Social Science Association (62nd, Fort Worth, TX, March 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, College Students, *Faculty Evaluation, Higher Education, *Social Theories, *Student Evaluation of Teacher Performance

The practice of student evaluation of college faculty is discussed in terms of the literature on social ritual. The following arguments that critics have raised are considered: student ratings of professors are neither scientific nor objective; feedback needed by professors to improve the quality of their work and data needed by administrators to make qualitative judgments about professors are not congruent; and records of the ratings become an instrument of social control inappropriate to higher education. It is suggested that the practice of student evaluations of teachers has been linked to student pressure for control and public pressure for accountability in past years. However, the campus atmosphere in the mid-1980s is not turbulent or rebellious and scholars have demonstrated that evaluations are not an integral part of the instructional process. Yet, the evaluations continue (i.e., the process is ritualized). Several factors that promote the ritual of student evaluations of faculty are discussed: the psychic payoff for almost all parties concerned (students, the administration, and the teacher); the increasing bureaucratization of the educational system; and the job security involved for the "staff development specialist." (SW)

ED 243 386

HE 017 192

Spitzberg, Irving J., Jr.

Movers and Doers: International Exchange, the International Knowledge System, and Public Policy.

American Association of Univ. Professors, Washington, D.C.

Pub Date—11 Mar 84

Note—27p; Best copy available.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Policy, Foreign Countries, *Government School Relationship, Higher Education, *Information Dissemination, *International Educational Exchange, International Relations, Legislation, National Security, *Public Policy, *Technical Assistance

Identifiers—Nigeria

The relationship between international knowledge exchange and the international exchange of

persons, particularly through and to higher education systems, is examined. Higher education policy is discussed as one case of international knowledge exchange. Attention is directed to the following policy areas: immigration policy (particularly the McCarran-Walter Act), national security policy as it affects the exchange of persons, and the budgetary support of international exchanges and competing claims for the support of the international exchange of knowledge. Three examples of the international knowledge system in the area of higher education policy are discussed: the exchange of views among professorial organizations in North America and Europe; the nature of the process of response to conservative governments' approaches to retrenchment in the United States, Great Britain, and Europe; and the impact of American models of graduate and undergraduate education on a distance learning masters degree program operated cooperatively between the State University of New York at Buffalo and Alvan Okioku College in Owerri, Nigeria. Implications of new modes of communication and computer technology on the international exchange of knowledge are also briefly addressed. (SW)

ED 243 387 HE 017 193

Kells, H. R.
Self-Study Processes: A Guide for Postsecondary Institutions. Second Edition.
American Council on Education, Washington, D.C.
Report No.—ISBN-0-02-916520-2
Pub Date—83

Note—173p; The American Council on Education/Macmillan Series in Higher Education.
Available from—Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022.
Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160) — Reference Materials - Vocabularies/Classifications (134)
Document Not Available from EDRS.

Descriptors—*Accreditation (Institutions), Administrator Guides, Case Studies, Classification, College Planning, *College Programs, *Departments, *Institutional Characteristics, *Postsecondary Education, Questionnaires, Reports, Self Evaluation (Groups)

A guide for institutional self-study is presented that covers departmental and programmatic or specialized self-study and accreditation. The guide is intended as a handbook for participants in self-study processes, as a basic reference for administrators on processes and uses of self-study, and as a reader-manual for workshops on self-study and accreditation. Specific topics include: the organizational context of postsecondary institutions; the nature of the accrediting process; ten desired attributes or goals of self-study processes; five main steps required and general models for self-study; elements of the preparation and design phase of the self-study process; the organization of the study; specific activities that must be conducted (types of tasks and data collection instruments); the study of departmental or program self-assessment efforts; preparing a useful report; some of the ways results, peers, and accrediting agencies can be used to institutional advantage; and enhancing the study/planning cycle. Included are informative case studies, an outcomes taxonomy and a list of outcome measures, information on 17 major sources of information as well as seven reference sources; sample alumni followup questionnaires for programs and the overall institution; checklists; and sample tables of contents of self-study reports. (SW)

ED 243 388 HE 017 194

Powell, J. P., Ed.
Higher Education Research & Development, Volume 2, Number 2, 1983.
Higher Education Research and Development Society of Australasia, Sydney. (Australia).
Pub Date—83
Note—104p.

Available from—Higher Education Research and Development Society of Australasia, TERC, P.O. Box 1, Kensington, New South Wales 2033, Australia.

Journal Cit—Higher Education Research & Development; v2 n2 p127-224 1983

Pub Type—Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Students, *College Graduates, Females, Foreign Countries, *Grading, Higher Education, *Individualized Instruction, *Interdisciplinary Approach, Power Structure, *Sex Dis-

crimination

Identifiers—*Australia, New Zealand

The status of women in college and employment, the attitudes of mature-age alumni, individualized instruction, unsuccessful innovations, and grading are addressed in five articles in this issue of an Australian journal. "Women in Advanced Education, Advancement for Whom?" (Jan Craney, Carol O'Donnell) cites evidence to indicate that the greater power of male groups has influenced the differing course structures and enrollment patterns faced by male and female students, as well as the lower employment status of women. Next, the attitudes of 266 mature age graduates are reported in "Mature Age Study: Was It Worth the Effort?" (Rod McDonald, Susan Knights, Burnice Everall, Anne Quilty, Dianne Sansom). The third article, "Approaches to Individualizing Instruction—A Review" (Margot Pearson), examines the development of the individualized instructional mode and reports evidence on outcomes. "Specifications of a Grading System" (B. W. Imrie) discusses concepts of assessment and provides examples of grading systems used in New Zealand universities in 1983. The fifth article, "Anatomy of an Unsuccessful Innovation" (Charles E. Noble), examines an interdisciplinary studies innovation in the field of energy studies. Review articles on the following topics are also included: evaluating academic development, academic tenure, and critical thinking and education. (SW)

ED 243 389 HE 017 195

The Soviet-Eastern European Research and Training Act of 1983. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session on H.R. 601.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date—22 Mar 83

Note—87p; Not available in paper copy due to small print.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Area Studies, Communism, Economics, *Federal Legislation, Foreign Countries, *Graduate Study, Hearings, Higher Education, International Educational Exchange, International Relations, Knowledge Level, Political Science, *Public Policy, *Research, World Affairs
Identifiers—Eastern European Studies, Europe (East), Proposed Legislation, *Soviet Research, *USSR

Hearings on The Soviet-Eastern European Research and Training Act of 1983 are presented. Objectives of the act are to help ensure the nation's independent factual knowledge of the Soviet Union and Eastern European countries, to help maintain the national capability for advanced research and training on which that knowledge depends, and to provide partial financial support for national programs to serve both purposes. The U.S. Congress has stated that certain essential functions are necessary to ensure the existence of that knowledge: graduate training; advanced research; public dissemination of research data, methods, and findings; contact and collaboration among government and private specialists; and first-hand experience in the Soviet Union and Eastern European countries by American specialists. Testimony is presented that suggests that the act would allow the United States to enter into meaningful relationships and understandings in the military and political spheres in order to know the Soviet Union. The act will also insure the continuation of academic exchanges with the Soviet Union and Eastern Europe. These exchanges provide important insight into current developments in these countries. The legislation will also make it possible to strengthen studies of the Soviet Union in certain disciplines, such as economics, in which the United States has been particularly weak. (SW)

ED 243 390 HE 017 196

Douglas, Joel M. De Bona, Lorraine
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education, Volume 10.
City Univ. of New York, N.Y. Bernard Baruch Coll.

National Center for the Study of Collective Bargaining in Higher Education and the Professions.
Pub Date—Jan 84
Note—218p.

Available from—National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, CUNY, 17 Lexington Avenue, Box 322, New York, NY 10010 (\$12.00).

Pub Type—Numerical/Quantitative Data (110) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Collective Bargaining, *College Faculty, *Contracts, Higher Education, Institutional Characteristics, Private Colleges, State Colleges, *Unions

Identifiers—*Canada, *United States

Data on 1983 faculty bargaining agents and collective bargaining agreements in public and private U.S. and Canadian higher education institutions are presented, along with a brief narrative description of 1983 trends. For each institution, listed alphabetically by state/province, information is provided on the bargaining agent, unit size, the year the current agent was elected, the year the initial contract was signed, the number of campuses, and the contract expiration date. Characteristics of special plan bargaining at four Canadian institutions are also indicated. Summary data are also presented on U.S. elections for bargaining agents (name of the institution; size; and whether the agents were elected, decertified, challenged, or whether no-agent votes were cast). Data are provided for 12 recognized bargaining agents. Information on no-agent votes during 1971-1983 is also provided by state and institution. Additional data cover: geographic distribution of bargaining agents and contracts, the number of faculty represented by the agents, the date of public sector collective bargaining legislation, summary data on decertifications for 20 institutions, and institutions affected by the "Yeshiva" decision. An index of institutions is appended. (SW)

ED 243 391 HE 017 197

Smith, Barbara Leigh, Ed.
Writing across the Curriculum.
American Association for Higher Education, Washington, D.C.
Pub Date—83
Note—44p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$4.00).

Journal Cit—Current Issues in Higher Education; n3 1983-84

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, *Basic Skills, *College Instruction, College Programs, Graduate Study, Higher Education, *Interdisciplinary Approach, Professional Education, Undergraduate Study, *Writing Instruction
Identifiers—*Writing Across the Curriculum

The writing across the curriculum movement is discussed in six articles. Barbara Leigh Smith's introductory article, "Writing Across the Curriculum: What's at Stake?" reviews the rationale for this movement, including the declining emphasis on writing in high schools and colleges. In the "Winds of Change: Thomas Kuhn and the Revolution in the Teaching of Writing," Maxine Hairston considers the nature of a paradigm shift in the teaching of writing and the influences that have occurred in the last 25 years, as well as Kuhn's theory of scientific change. Twelve main features of a new paradigm for teaching writing are also identified. The next article by B. L. Smith is an interview with Elaine Maimon, who is a leader in the writing across the curriculum movement. It is argued that writing is a central learning skill in all fields and at all levels. Applications of the writing across the curriculum movement are addressed in two articles: "What Works: The Problems and Rewards of Cross-Curriculum Writing Programs" (Joan Graham) and "Applying the Writing Across the Curriculum Model to Professional Writing" (Christopher Rideout). College programs, including professional and graduate level applications of the model, are addressed. Finally, an annotated bibliography on writing across the curriculum by Charles A. Bergman is provided. (SW)

ED 243 392 HE 017 198

Erschloe, R. Ross And Others

Income and Expenditures of Arizona Postsecondary Students.

Arizona Commission for Postsecondary Education, Phoenix.

Pub Date—May 84
Note—55p.

Available from—Arizona Commission for Postsecondary Education, 1937 West Jefferson, Phoenix, AZ 85009.

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Students, *Expenditures, Higher Education, *Income, Noninstructional Student Costs, Private Colleges, Proprietary Schools, Questionnaires, State Colleges, State Surveys, Student Attitudes, *Student Characteristics, *Student Financial Aid, Tuition

Identifiers—*Arizona, *College Costs

Results of a spring 1983 survey of the sources and amounts of income, the expenditures, and the background characteristics of Arizona postsecondary students are presented. Survey questionnaires were sent to 4,821 randomly selected students at 36 schools, and 1,694 usable responses were obtained. The responses were cross-analyzed by four institutional categories: public universities, private colleges, community colleges, and proprietary schools. It was found that most of the respondents were 18-23 years old, but community colleges and proprietary schools had substantial proportions of older students. Only 57 percent of the community college students had received financial aid, but this percentage rose to 64 percent at the public university, to 81 percent at the proprietary school, and to a high of 88 percent at the private college. Of the aid funds, loans were most important, followed by grants and then scholarships and fellowships, Social Security, and Veterans Administration benefits. Total average expenses ranged from about \$6,000 at the community college to over \$11,000 at the private college. Room and board, which exceeded \$3,500 for every school category, accounted for the bulk of the living expenses. A sample questionnaire is appended. (SW)

ED 243 393 HE 017 199

Johnson, Sylvia T. DeFreece, Michele T.

Extending Classroom Office and Self: Developing an Instrument to Measure Attitudes toward Faculty Involvement in Renewal Activities.

Pub Date—Apr 84

Note—11p; Paper presented at the Annual Meeting of the American College Personnel Association (Baltimore, MD, April 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Evaluation Methods, Faculty Development, Higher Education, Interpersonal Relationship, Interprofessional Relationship, *Noninstructional Responsibility, Research Methodology, *Student Teacher Relationship, *Teacher Attitudes

The development of an instrument to measure faculty attitudes toward renewal activities is discussed, along with results of applying the instrument with a small sample. Attention was focused on attitudes toward faculty and their development through contact outside the office. The instrument was administered to 15 faculty in the School of Education in a traditionally black university. In the try-out sample, virtually none selected the activities describing informal or accidental contacts or pattern of movement on campus as being typical of their style. However, from 50 to 67 percent indicated that interaction with students and faculty at scheduled events off campus was a usual pattern. Eighty percent agreed that faculty should improve their skills in making informal contact with students, staff, and other faculty. They indicated that such meetings might provide an opportunity to show interest and concern, and that work outside the office assisted them in their total personal development. The average number of hours spent weekly by the sample in informal contact with students and faculty (outside the office) was 3.5 hours. The relationship between responses and faculty rank, tenure, status, gender, and age is also briefly examined. (SW)

ED 243 394 HE 017 200

O'Hagan, Mimi

How to Get the Most Out of Your College Education.

Association of American Publishers, New York, N.Y.

Pub Date—[84]

Note—13p.

Available from—Association of American Publishers, Inc., One Park Avenue, New York, NY 10016

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attendance, *College Freshmen, Courses, Decision Making, Higher Education, *Learning Motivation, *Notetaking, *Student Adjustment, Student Attitudes, *Study Habits, *Time Management

Advice for students entering college is provided. Overall topics include the challenges presented by college, the new freshman's interest in learning and study habits, course selection, class attendance, time management, and note taking. Specific topics that are briefly discussed are as follows: adjusting to many new experiences, the independence and maturity required in college, the resources of the college library, extracurricular activities, goal setting, the environment needed to study and read, grades, appraising one's strengths and weaknesses, sources of information about courses, scheduling classes, being prompt and prepared for classes, listening skills and asking questions during the class, relying on textbooks, making a personal work schedule, study time before and after each class, hours budgeted for each class, students with paid jobs, being organized, the style of writing notes from lectures, review of class notes, and doing textbook or reading assignments before class to minimize notetaking in class. (SW)

ED 243 395 HE 017 201

Babcock, Robert J.

How to Succeed in College: A Guide for the Non-Traditional Student.

Association of American Publishers, New York, N.Y.

Pub Date—[84]

Note—17p.

Available from—Association of American Publishers, Inc., One Park Avenue, New York, NY 10016

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Students, *College Students, Higher Education, *Nontraditional Students, *Reentry Students, *Student Adjustment, Student Attitudes

Advice on succeeding in college is offered for the nontraditional student: the student who returns to college at a later age. Assets that the nontraditional, returning students have include strong motivation and valuable life experiences, the ability to interact, and the ability to handle a variety of responsibilities at once. Suggestions are offered regarding the following: maximizing the college experience; using the whole campus; learning how to learn; seeking as many viewpoints as possible on all topics, but forming an individual viewpoint; monitoring one's feelings; planning to adjust one's lifestyle and managing one's time; and making use of student services. Some of the adjustments that returning students often have to make and strategies for coping with them are covered. Attention is directed to impatience, grade competition, and overconfidence or lack of confidence. Six mistaken ideas are also addressed, including the following: a college education provides all of the skills and knowledge needed for success and satisfaction on the job and a professor is an ideal work model. In addition to providing four guidelines for career planning during college, ways to avoid abruptly ending one's education after the bachelor's degree are discussed. (SW)

ED 243 396 HE 017 202

Balfour, Linda. Comp.

Statistical Abstract of Higher Education in North Carolina, 1983-84.

North Carolina Univ., Chapel Hill.

Pub Date—Apr 84

Note—244p.

Available from—University of North Carolina, General Administration, P.O. Box 2688, 910 Raleigh Road, Chapel Hill, NC 27514.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Aptitude Tests, College Applicants, College Faculty, College Libraries, College Transfer Students, *Degrees (Academic), *Enrollment Trends, *Higher Education, Institutional Characteristics, *State Surveys, Student Financial Aid, Teacher Characteristics, Tuition

Identifiers—*North Carolina

Statistical data on higher education activities in North Carolina are presented, including simple counts of enrollment and degrees conferred as well as complex analyses of the flow of student transfers among institutions. The following sections are presented: current enrollment, enrollment trends, undergraduate transfers, degrees conferred, faculty, library resources, costs to students, admissions, student financial aid, student housing, and general. Among the 83 statistical tables are the following: headcount enrollment in state institutions by institution, residence status, full-time and part-time status, and sex; headcount enrollment in community colleges and technical institutes and colleges by institution; average age of total headcount in the University of North Carolina; home county of in-state undergraduate students by institution; undergraduate transfers to North Carolina institutions by type of institution; number and percent of degrees conferred by North Carolina institutions by field of study, type of institution, and level of degrees; academic rank and sex of full-time faculty in North Carolina institutions; undergraduate tuition and required fees combined; average Scholastic Aptitude Test scores of entering freshmen; and financial aid for professional students. (SW)

ED 243 397 HE 017 216

Austin, Ann E. Gamson, Zeldia F.

Academic Workplace: New Demands, Heightened Tensions. ASHE-ERIC Higher Education Research Report No. 10, 1983.

Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-913317-09-8

Pub Date—83

Contract—400-82-0011

Note—131p.

Available from—Association for the Study of Higher Education, Publications Dept., One Dupont Circle, Suite 630, Washington, DC 20036 (\$6.50, nonmembers; \$5.00, members).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)—Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Administrators, *College Environment, *College Faculty, *Faculty College Relationship, Faculty Workload, Higher Education, Job Satisfaction, Middle Management, Power Structure, Productivity, Research Needs, *Work Environment

Pressures that have negatively affected the work environments of colleges are identified, and research concerning the work experience of faculty and administrators is reviewed. The effect of the extrinsic and intrinsic elements on faculty members' work is considered, including their power and autonomy, their relationships to the institution, and the outcomes of their work. Extrinsic factors include workload and the opportunity structure, while intrinsic factors pertain more to the nature of the work itself, as well as the responsibilities and autonomy of the staff member. Attention is also directed to productivity of the faculty member, job satisfaction, and morale. Recommendations concerning the articulation of institutional mission, task and decision-making structures, and career planning and staff development are offered. Appended are tables that summarize the research on the work experience of faculty and administrators (presidents, mid-level, and other). Each table is divided into sections paralleling the major topical areas of the text. Studies supporting the major research findings are also listed. In addition, tables present important issues and questions not yet answered concerning the work experience of faculty, administrators, and support staff. A subject index to the 1983 ASHE-ERIC Higher Education Research Report series is included. (SW)

ED 243 398 HE 017 218

Blai, Boris, Jr.

Beyond the Schoolhouse Door.

Pub Date—[83]

Note—8p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Role, Continuing Education, *Economic Climate, *Education Work Relationship, Higher Education, Lifelong Learning, *Population Trends, Productivity, *Retraining,

Skill Obsolescence, Underemployment

The importance of the link between education and work is examined along with current trends, including employment opportunities, the evolving structure of the American economy, and productivity. The positive, direct benefits apparent between work and education are that sound schooling benefits the individual, the employer, and the nation's economy. Careful research has revealed that workers who have completed high school or higher levels of education generally earn higher salaries. However, a sizeable proportion of college graduates are over-qualified for the jobs they hold. More than 25 percent of all entry labor market workers have completed 4 years of college. However, economic productivity in the economy has declined since 1970. A marked decline in the size of the youth population, combined with an aging of the present work force, necessitates retraining of current workers. Lifelong learning, in the form of recurrent education, may embrace occupational and job training. Recurrent education intersperses educational opportunities over the lifetime of an individual with periods of work, leisure, and retirement. Recurrent education may help resolve technologically-precipitated skill obsolescence. It is to the self-interest of the country that improvements be made in the educational practices within formal schooling. (SW)

ED 243 399 HE 017 219
Yee, Sandra G.

The Role of the Academic Library in a University Honors Program

Pub Date—23 Mar 84

Note—18p; Paper presented at the Annual Meeting of the Michigan Academy of Arts, Science, and Letters (Big Rapids, MI, March 23, 1984).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, College Faculty, College Libraries, College Students, Higher Education, *Honors Curriculum, *Information Seeking, *Librarians, *Library Skills, Problem Solving, *Research Skills

The ways in which the university library can serve the honors student through the cooperation of professional librarians and faculty are discussed. A close alliance with the university librarian can help promote successful structure and student experiences with research. Attention should be focused on the development of problem-solving skills that can cross disciplines. Honors courses should incorporate research assignments that can be used or adapted to a library learning model, an approach that necessitates critical thinking and problem-solving. Librarians might participate with honors basic studies faculty to design activities or assignments that introduce students to information sources for research projects. Honors students should be allowed to define research topics, either individually or in small groups. By developing a list of questions to be answered, students can define the scope of the problem. Learning to identify library resources provides students a basis on which to build transferability of information seeking skills. By incorporating a library research experience in honors programming, gifted students are provided with additional motivation to improve and apply their skills in finding and using information, and to become independent learners and researchers. (SW)

ED 243 400 HE 017 220
Presley, Jennifer B.

Demographic Changes and Their Impact on Enrollment in Connecticut Higher Education: 1983 to 2000. Report.

Connecticut State Board of Higher Education, Hartford.

Report No.—R-2-84

Pub Date—Apr 84

Note—17p; Printed on colored paper.

Available from—Connecticut Board of Higher Education, 61 Woodland Street, Hartford, CT 06105.
Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age, *Enrollment Projections, Full Time Students, Futures (of Society), Graduate Students, *Higher Education, Part Time Students, Population Trends, Predictive Measurement, *Statewide Planning, Undergraduate Students
Identifiers—*Connecticut

The effect of demographic trends on Connecticut college enrollments from 1983 to 2000 is assessed. Attention is directed to the following: changes in

the age distribution of Connecticut's population—1980 to 2000; statewide undergraduate enrollment projections to 2000; enrollment projections by enrollment status and full-time-equivalent enrollment; undergraduate enrollment as a proportion of the Connecticut population, by age and gender for 1980-1983; comparison to projected and actual undergraduate enrollment, 1981-1985; trends in graduate and first-professional enrollment; and enrollment by type of institution. Current and projected enrollment data are presented for the University of Connecticut, Connecticut State University, and by types of institutions (e.g., regional community colleges, private colleges). Projections include the following: from the mid-1980s and throughout most of the 1990s, the number of 18-24-year-olds will decline in Connecticut; the number in the 25-34 year age group will grow during the 1980s but will decline during most of the 1990s; the size of the population above 35 years will grow during both decades; the period of greatest vulnerability to enrollment decline will be between 1990 and 1995; and full-time undergraduate enrollment is projected to decline throughout most of the period. (SW)

ED 243 401 HE 017 221
College and University Opening Fall Enrollment,

New York State, Fall 1983.

New York State Education Dept., Albany. Information Center on Education.
Report No.—83-8227

Pub Date—83

Note—16p.

Available from—University of the State of New York, The State Education Department, Information Center on Education, Albany, NY 12234.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Students, Comparative Analysis, Credit Courses, *Enrollment Trends, Full Time Students, Graduate Students, *Higher Education, Part Time Students, Private Colleges, Professional Education, Proprietary Schools, State Colleges, Undergraduate Students
Identifiers—*New York

College and university opening fall 1983 enrollment data for New York State are presented, with statistical tables providing degree-credit enrollment for specific institutions, as well as for various institutional classifications. In addition, enrollment trend data are included by sector for fall 1975 to fall 1983. Degree-credit enrollment data are provided for full- and part-time undergraduates, first-professional, graduate students, and for all students. This information is presented for specific institutions and for the following institutional groupings: total state, total public, State University of New York, City University of New York, independent, proprietary, two-year, four-year and higher, and graduate only. Data are also provided for categories within the sectors (e.g., university colleges, health sciences centers). The trend data cover the following institutional types: independent, proprietary, state university, city university, and total state. (SW)

ED 243 402 HE 017 222
College and University Employees, New York State, 1982-83.

New York State Education Dept., Albany. Information Center on Education.

Report No.—83-8176

Pub Date—83

Note—12p.

Available from—University of the State of New York, The State Education Department, Information Center on Education, Albany, NY 12234.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrators, *College Faculty, *Employment Patterns, Full Time Faculty, *Higher Education, *Institutional Characteristics, Middle Management, Part Time Employment, Private Colleges, Professional Personnel, Proprietary Schools, Salaries, *School Personnel, State Colleges, State Surveys, Tenure, Two Year Colleges
Identifiers—*New York

New York State college and university personnel data for 1982-1983 are presented, with statistical tables providing employment statistics for specific institutions, as well as for various institutional classifications. In addition, employment trend data are included by sector for 1978-1983. Data are provided on the number of full- and part-time employ-

ees by position, and the number of men and women employed by position, by institutional classification. This information is presented for specific institutions and for the following institutional groupings: total state, total public, State University of New York, City University of New York, independent, proprietary, two-year, and four-year and higher. Data are also provided for categories within the sectors (e.g., university colleges, health sciences centers). The trend data, which is provided by position and full- and part-time status, cover the following institutional types: independent, proprietary, state university, city university, and total state. The following positions are covered: executive, administrative, managerial, instructional faculty, other professional, and nonprofessional. Finally, data on tenure status and salary are included. (SW)

ED 243 403 HE 017 223
College and University Admissions and Enrollment, New York State, Fall 1982.

New York State Education Dept., Albany. Information Center on Education.

Report No.—83-8220

Pub Date—83

Note—37p.

Available from—University of the State of New York, The State Education Department, Information Center on Education, Albany, NY 12234.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Admission, Credit Courses, Degrees (Academic), Doctoral Degrees, Educational Certificates, *Enrollment Trends, Higher Education, *Institutional Characteristics, *Majors (Students), Masters Degrees, Noncredit Courses, Private Colleges, Professional Education, Proprietary Schools, State Colleges, State Surveys, Two Year Colleges, Undergraduate Study
Identifiers—*New York

New York State college and university admissions and enrollment data for fall 1982 are presented, with statistical tables providing data for specific institutions, as well as for various institutional classifications. In addition, trend data are included by sector. Data are provided on: degree-credit enrollment from 1965 to 1982; degree-credit enrollment by level of study, sector, and sex of students for fall 1982; degree-credit and noncredit enrollment in institutions by level of program and institutional classification, as well as for specific institutions; degree-credit enrollment in occupational programs by sex of student, level, and attendance status; undergraduate, master's, and doctoral degree program enrollment by major subject area, attendance status, and sex of student; first-professional degree-credit enrollment by subject area; degree-credit unclassified enrollment and graduate certificate enrollment by institutional classification and level of study; trends in undergraduate, first-professional, and graduate admissions by sector and admissions status, 1980 to 1982; and undergraduate, graduate, and first-professional applications received and accepted for full- and part-time study by institutional classification. (SW)

ED 243 404 HE 017 315
Quality in the Pell Grant Delivery System. Executive Summary.

Advanced Technology, Inc., Reston, VA. Spons Agency—Office of Student Financial Assistance (ED), Washington, DC.

Pub Date—30 Apr 84

Contract—300-80-0952

Note—34p; For related documents, see ED 217 788-791. For Volumes 1, 2, and 3 of this report, see HE 017 316-318.

Pub Type—Reports - Evaluative (142)**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Compliance (Legal), *Delivery Systems, Error Patterns, Federal Aid, *Federal Programs, *Grants, Higher Education, National Surveys, Program Evaluation, Program Validation, *Quality Control, *Resource Allocation, Sampling, *Student Financial Aid
Identifiers—*Pell Grant Program

The Pell Grant Quality Control Study of 1982-83, the third stage of a contract with the Department of Education, was designed to identify program error rate, to measure the impact of increased validation activity, and to propose corrective actions to reduce the misallocation of program funds. A nationally representative sample of approximately 4,000 students was drawn from a stratified random sample of

317 participating institutions. The results showed that Pell Grant recipients in 1982-83 were granted \$129, or 13 percent, more than they should have been. Both student and institutional error dropped between 1980-81 and 1982-83. The study confirmed that institutions complied with the revised validation requirements for the Pell Grant program in 1982-83, reflected in a \$22 million reduction in the net Adjusted Gross Income error. Several correction action alternatives are presented to further reduce both student and institutional error. Stage One of this study determined program-wide rates of discrepancy between actual awards and what should have been awarded. Stage Two began the design of a quality control system for the Pell program, performed some error analyses, and prepared corrective action recommendations for specific features of related student aid programs. Stage Three, a replication with significant improvements of Stage One, has the additional objective of determining changes in program error over time. Stage Three also includes an assessment of the degree to which institutions are fulfilling their responsibilities with regard to the expanded validation requirement. (Author/LB)

ED 243 405 HE 017 316
Quality in the Pell Grant Delivery System. Volume 1: Findings.

Advanced Technology, Inc., Reston, VA.
 Spons Agency—Office of Student Financial Assistance (ED), Washington, DC.
 Pub Date—30 Apr 84
 Contract—300-80-0952
 Note—239p. For related documents, see ED 217 788-791. For Executive Summary, see HE 017 315; for Volumes 2 and 3 of this report, see HE 017 317-318.

Pub Type—Reports - Evaluative (142)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC10 Plus Postage.
 Descriptors—Compliance (Legal), *Delivery Systems, Equations (Mathematics), Error Patterns, Federal Aid, *Federal Programs, *Grants, Higher Education, National Surveys, Program Validation, *Quality Control, *Resource Allocation, Sampling, *Student Financial Aid

Identifiers—*Pell Grant Program
 The Pell Grant Quality Control Study of 1982-83, the third stage of a contract with the Department of Education, was designed to identify program error rate, to measure the impact of increased validation activity, and to propose corrective actions to reduce the misallocation of program funds. A nationally representative sample of approximately 4,000 students was drawn from a stratified random sample of 317 participating institutions. The results showed that Pell Grant recipients in 1982-83 were granted \$129, or 13 percent, more than they should have been. Both student and institutional error dropped between 1980-81 and 1982-83. The study confirmed that institutions complied with the revised validation requirements for the Pell Grant program in 1982-83, reflected in a \$22 million reduction in the net Adjusted Gross Income error. The findings are presented in Volume 1 in terms of an overview of program-wide error, institutional error, student error, validation, and trends. In general, it is concluded that (1) the upward trend in error noted in 1980-81 has been turned around, and (2) the amount of overawards has decreased while the amount of underawards has increased. Appended are error definitions and equations. (Author/LB)

ED 243 406 HE 017 317
Quality in the Pell Grant Delivery System. Volume 2: Corrective Actions.

Advanced Technology, Inc., Reston, VA.
 Spons Agency—Office of Student Financial Assistance (ED), Washington, DC.
 Pub Date—30 Apr 84
 Contract—300-80-0952
 Note—79p. For related documents, see ED 217 788-791. For Executive Summary and Volume 1, see HE 017 315-316; for Volume 3, see HE 017 318.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
 Descriptors—Administrators, College Role, Compliance (Legal), Delivery Systems, *Eligibility, Error Patterns, Federal Aid, Federal Programs, Financial Aid Applicants, *Grants, Higher Education, National Surveys, Program Improvement, Program Validation, *Quality Control, Records (Forms), *Resource Allocation, Sampling, *Student Financial Aid, Student Financial Aid Offi-

cers
Identifiers—*Pell Grant Program

The Pell Grant Quality Control Study of 1982-83 was designed to identify program error rate, to measure the impact of increased validation activity, and to propose corrective actions to reduce the misallocation of program funds. A sample of approximately 4,000 students drawn from a sample of 317 participating institutions showed that Pell Grant recipients in 1982-83 were granted 13 percent more than they should have been, although both student and institutional error dropped from 1980-81. The study confirmed that institutions complied with the revised validation requirements for the Pell Grant program in 1982-83. Several corrective action alternatives are presented in Volume 2 to further reduce both student and institutional error. The role of corrective actions are discussed in the context of quality control. The effectiveness of prior corrective actions, including simplification of the Pell Grant payment schedule and in-year updating of enrollment status are examined. Recommendations are offered for reducing application and institutional errors regarding: improper identification of dependency status; incorrect reporting of other non-taxable income, household size, number in postsecondary education, adjusted gross income, cost of attendance, and income of dependent students; incorrect determination of enrollment status; incorrect award calculation or disbursement; and no financial aid transcript for transferred students. Additional recommendations are given for keeping error out of the application process and for formalizing the role of the institution in quality control. (Author/LB)

ED 243 407 HE 017 318
Quality in the Pell Grant Delivery System. Volume 3: Procedures and Methods. Final Report.

Advanced Technology, Inc., Reston, VA.
 Spons Agency—Office of Student Financial Assistance (ED), Washington, DC.
 Pub Date—30 Apr 84
 Contract—300-80-0952
 Note—169p. For related documents, see ED 217 788-791. For Executive Summary, see HE 017 315; for Volumes 1 and 2, see HE 017 316-317.
 Pub Type—Reports - Evaluative (142)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.
 Descriptors—Compliance (Legal), *Delivery Systems, Error Patterns, Federal Aid, Federal Programs, Financial Aid Applicants, *Grants, Higher Education, National Surveys, Program Validation, *Quality Control, *Research Methodology, Resource Allocation, Sampling, *Student Financial Aid

Identifiers—*Pell Grant Program, Response Rates (Questionnaires)
 The Pell Grant Quality Control Study of 1982-83 was designed to identify program error rate, to measure the impact of increased validation activity, and to propose corrective actions to reduce the misallocation of program funds. A sample of approximately 4,000 students was drawn from a stratified random sample of 317 participating institutions. The results showed that Pell Grant recipients in 1982-83 were granted 13 percent more than they should have been, although both student and institutional error dropped from 1980-81. The study confirmed that institutions complied with the revised validation requirements for the Pell Grant program in 1982-83. Volume 3 of this study reports on the procedures and methods used in the investigation. It includes: (1) sample section (sampling plan, sampling frame, selection of students from sample institutions); (2) institutional visits (data collectors, scheduling, training, field supervision, etc.); (3) student and parent data collection (supervisor and interviewer training, field operations, the Automated Survey Control System, secondary data collection); (4) data processing (institutional data, individual data); (5) data analysis (best value selection, detailed research questions, statistical analysis, control groups); and (6) survey response rates (institutional response rates, student and parent survey responses, variance estimates). (Author/LB)

IR

ED 243 408 IR 010 561
Gambiez, Claude
The Use of the Media at School to Prepare Youngsters for Life.

Council for Cultural Cooperation, Strasbourg (France).
 Report No.—ISBN-92-871-0153-1
 Pub Date—82
 Contract—38/79

Note—69p.; The C.C.C.'s Project no. 1: "Preparation for Life." Preparation for Cultural Life. This work has been published in French under the title "L'Utilisation des Medias a l'Ecole dans le But de Preparer les Jeunes a la Vie." ISBN-92-871-0152-3.

Pub Type—Information Analyses (070)—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—*Critical Thinking, Curriculum Design, *Educational Media, Elementary Secondary Education, Foreign Countries, *Mass Media, Mass Media Effects, Popular Culture, Program Descriptions, Program Evaluation, Teacher Education, *Teaching Methods

Identifiers—*Europe (West)
 This paper discusses the value and role of mass media education, defined as teaching about or by means of: (1) the press in all its forms, including daily papers, magazines, reviews, and strip cartoons for the young; (2) radio and television; (3) tape recordings; and (4) photographs (prints and slides), films, and records. It is noted that mass media education is necessary because mass communication methods are an essential feature of the child's world. The role of mass media in society and in school is outlined, with information on the place of mass media in the curriculum; teacher training problems; the role of teachers, parents, persons from outside the school, and the pupils themselves in teaching with or about mass media; the grade levels at which mass media education should be offered; and methods of providing and evaluating mass media education. Examples from France, Switzerland, West Germany, Belgium, the Netherlands, England, Denmark, Finland, Sweden, and other European countries are provided. Finally, there is a discussion of the development of critical attitudes among the young as a preparation for life, including the need for and the effect of teaching children to critically evaluate information provided by the mass media. Also presented are a 131-item bibliography and a paper describing one teacher's experience of television's impact on school age children. (ESR)

ED 243 409 IR 011 009
Levin, James A.
Computers in Non-School Settings: Implications for Education.

Pub Date—21 Jan 81
 Note—16p.
 Pub Type—Information Analyses (070)—Opinion Papers (120)—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Clubs, *Computer Software, *Discovery Learning, *Educational Games, Elementary Secondary Education, Futures (of Society), *Learning Activities, *Microcomputers, Simulation, Use Studies

Identifiers—*Computer Games, Informal Learning
 Computers in non-school settings, educational computer games, and education without schools are the primary topics covered in this three-section paper. The first section describes the use of personal computers in two different, non-school environments: the home and computer clubs. A "diary study" by Yaakov Kareev is summarized, in which the interactions of two young boys with a home computer were observed over a 7-month period. The second study discussed investigated how computers could be used for learning through the establishment of two clubs for 10-year olds. The second major section describes different kinds of learning activities that could be easily implemented on present-day microcomputers. Incorporating ideas from existing games, adventures, and simulations, the specific games and activities that are suggested include simulated worlds, educational adventure games, geographical and chemical adventures, adventures in programming land, an evolution mystery, and multi-function computer activities. The final section discusses implications of the introduction of personal computer technology for education and examines the trend toward a decentralization of education and a possible shift from formal institutions such as schools to home and peer play situations. (LMM)

ED 243 410 IR 011 014
Gray, Peter J.
An Evaluator's Guide to Using DB MASTER: A

Microcomputer Based File Management Program. Research on Evaluation Program, Paper and Report Series No. 91.

Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 83

Contract—400-80-0105

Note—108p.; For related document, see ED 242 303.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Computer Oriented Programs, *Computer Software, Data Analysis, *Databases, *Data Processing, *Evaluation Methods, Information Retrieval, Information Storage, Instructional Materials, *Microcomputers, Research and Development

Identifiers—Apple II, Database Management Systems, *Evaluation Reports

Ways a microcomputer can be used to establish and maintain an evaluation database and types of data management features possible on a microcomputer are described in this report, which contains step-by-step procedures and numerous examples for establishing a database, manipulating data, and designing and printing reports. Following a brief introduction, the guide is organized around three sets of concepts needed to understand what databases are and how to use them: (1) setting up a file, (2) using a database, and (3) generating reports from the information in a database. An extensive appendix, included with this document, contains a series of tutorials which provide specific information on the various features of the program. Divided into 14 sections such as getting started, adding records, speeding data entry, and setting up reports, the tutorials summarize the discussion in this presenter's guide and present more detailed information on such features as long coded descriptions. The DB Master program requires an Apple II or Apple II Plus computer with 48K RAM memory, Applesoft, from two to four disk drives, and the DOS 3.3 16-sector disk operating system. (LMM)

ED 243 411 IR 011 020

Simonsen, Michael R., Ed. Lamb, Annette, Ed. Proceedings of Selected Research Paper Presentations Made at the 1984 Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division (Dallas, Texas, January 20-24, 1984).

Pub Date—Jan 84

Note—664p.; For individual papers, see IR 011 021-051. For related document, see ED 231 337.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF03/PC27 Plus Postage.

Descriptors—*Cognitive Processes, *Cognitive Style, Educational Media, *Educational Research, *Educational Technology, Instructional Design, Instructional Development, Intermedia Differences, *Media Research, *Research Methodology, Student Characteristics, Teaching Methods, Time Factors (Learning), Visual Learning

Identifiers—Media Characteristics, Naturalistic Research

Current issues in educational communications and technology are addressed in this collection of 31 papers, in which research reports predominate. Topics discussed include factors related to the learner, e.g., aptitude, recall, computer anxiety, field dependence/independence, reading ability, learning strategies, and cognitive style. Presentation format and media and stimulus characteristics are also addressed, including compressed speech, difficulty level, computer assisted instruction and testing, individualized instruction, instructional design, pictorial stimuli, prose, information cueing, color realism, and page layout. Several papers discuss innovative educational media such as rate compressed speech audiotapes and microcomputers. Additional papers discuss research design and models, with particular emphasis on naturalistic inquiry as a research methodology, and publications of the Association for Educational Communications and Technology. References and data tables are included with many papers. Cumulative indexes covering the proceedings of this group for 1979-84 are included. (LMM)

ED 243 412 IR 011 021

Atang, Christopher I. The Relationship of Field Dependent/Independent Cognitive Styles, Stimuli Variability and Time

Factor on Student Achievement.

Pub Date—21 Jan 84

Note—15p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Color, Dimensional Preference, *Field Dependence Independence, *Illustrations, Instructional Design, *Pictorial Stimuli, Time Factors (Learning), *Time on Task, Visual Perception

Identifiers—*Stimulus Characteristics

The effects of black and white and color illustrations on student achievement were studied to investigate the relationships between cognitive styles and instructional design. Field dependence (FD) and field independence (FI) were chosen as the cognitive style variables. Subjects were 85 freshman students in the Iowa State University Psychology pool. The three major instruments were the Group Embedded Figures Test, a color blindness test, and a computerized pretest and immediate posttest. Treatments were (1) programmed instruction supplemented by detailed, shaded drawings of the human heart in color and use of color drawings to answer posttest questions; (2) same treatment with black and white visuals; and (3) instructional script without visuals. Results showed no significant differences between FD/FI groups and no significant interactions. Posttest mean scores for the two experimental groups did not significantly differ from each other but were significantly higher than those of the control group. Color had minimal effect on posttest scores, and the FD subjects were not adversely affected by the presence of color. The students exposed to instructional materials without visuals needed more time to process and learn information. Sixteen references are listed. (LMM)

ED 243 413 IR 011 022

Beckwith, Don

A Research Methodology for Studying the Learner as a Total System: A Conceptual Paper.

Pub Date—Jan 84

Note—20p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Design Requirements, Educational Objectives, *Educational Research, *Educational Researchers, *Models, *Research Design, *Research Methodology, Students, *Systems Approach

An alternative research methodology is presented which focuses on the aims and values of education while attending to the learner as an elaborate, dynamic, everchanging total system. A summary covers the reactive, preactive, proactive, and spiraling learner systems, each of which meet the definitional system requirement of being dynamic, having a goal, and having interdependent and interrelated components. Implications of this view for research are examined. The description of the research methodology, which is based on Beckwith's 1983 theoretical/conceptual paradigm, elucidates its underlying assumptions, focus, nature, and management. Discussion then covers the roles of the investigator, subject, manager, and design structure during operation of the research methodology. Three purposes of the design structure are described: to facilitate solutions to educational problems, to attend to the elaborate nature of learners as dynamic changing individuals, and to effect research reliability and validity. A specific account is provided of how the methodology would be operationalized, suggesting how validity, reliability, reproducibility, bias, and effects would be addressed during the process. The roles of the components of the dynamic design structure are also examined. Four figures and a 32-item reference list are included. (LMM)

ED 243 414 IR 011 023

Berry, Louis H.

The Role of Cognitive Style in Processing Color Information: A Signal Detection Analysis.

Pub Date—Jan 84

Note—10p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January

20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Color, *Field Dependence Independence, *Pictorial Stimuli, Realism, *Recognition (Psychology), Slides, *Visual Learning

Identifiers—*Signal Detection Analysis, Stimulus Characteristics

The interaction between field dependence/independence and pictorial recognition memory was investigated using pictures in three different color modes: realistic color, non-realistic color, and black and white. The study was designed to further confirm the efficacy of applying signal detection analyses to color recognition memory data as a means of more accurately assessing the role of color in visual information processing. Subjects were 60 graduate and undergraduate university students who were identified as field dependent or independent using the Group Embedded Figures Test. The list learning procedure was employed in which all subjects were first briefly shown the 150 stimulus slides sequentially and then shown a random distribution that included an additional 90 distractor slides. Subjects identified slides as old (seen before) or new (never seen). Results suggest that field independent subjects may be generally superior in any type of pictorial recognition task, regardless of color mode. Realistic color materials tend to produce higher absolute recognition rates, but they also seem to produce higher false alarm (positive response to distractor) rates in relation to overall recognition. Thirty-nine references are listed. (LMM)

ED 243 415 IR 011 024

Burroway, Robert L.

Testing and Measurement Potentials of Microcomputers for Cognitive Style Research and Individualized Instruction.

Pub Date—23 Jan 84

Note—16p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Style, *Computer Assisted Testing, *Computer Graphics, Display Systems, Individualized Instruction, *Microcomputers, Research Methodology, *Test Construction, *Test Format, Testing Problems, Test Use

Identifiers—Group Embedded Figures Test (Witkin), Leveling Sharpening House Test, Successive Impressions Test I

Microcomputer versions of three commonly used cognitive style measurement instruments are described and demonstrated: the Leveling-Sharpening House Test (LSHT) (Santostefano, 1964); Lowenfeld's Successive Impressions Test I (SIT-I) (1945); and the Group Embedded Figures Test (GEFT) (Witkin, Oltman, Ruskin, and Karp, 1971). At present, many cognitive style instruments are susceptible to a variety of errors, must be individually administered, or are otherwise logistically uneconomical; e.g., LSHT is individually administered and requires that the hand-held pictures be displayed for five seconds each; SIT-I employs a film presentation that requires the subject to respond relatively quickly in order to match the film's presentation pace; and GEFT uses a 32-page booklet for each subject tested. Microcomputers are dependable, precise, and economical. The graphic capabilities of many microcomputers are perhaps their most valuable asset in the delivery of cognitive style diagnostic and research tools. While some tests, such as the LSHT, may still need a trained observer, others such as the GEFT and SIT-I do not need close supervision with the microcomputer version. All three maintain or increase test reliability. These factors and the ease of gathering data should help encourage further research in the use of cognitive styles for the individualization of instruction. (LMM)

ED 243 416 IR 011 025

Canelos, James And Others

The Effects of Recall Cue and Cognitive Trace Compatibility When Learning from Mediated Instruction: An Applied View of Encoding Specificity.

Pub Date—Jan 84

Note—27p.; Paper presented at the Annual Meeting of the Association for Educational Communi-

cations and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.
 Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, Cues, *Encoding (Psychology), Higher Education, Learning Processes, *Recall (Psychology), *Verbal Stimuli, *Visual Stimuli

Identifiers—*Encoding Specificity

This study investigated the research construct of encoding specificity using an applied research orientation. Encoding specificity considers the effects on memory of the interactive relationship among encoding, the stored memory trace, and external retrieval cues. Subjects were 273 undergraduate students enrolled in the College of Engineering at The Pennsylvania State University. Typical classroom presentation and testing methods were used to investigate the encoding specificity hypothesis. Two types of instructional slide presentations were given, one visualized and one verbalized (with an audiotape recording). Three types of testing measures were used to test factual learning, each providing different types of external retrieval cues: free recall, verbally cued-recall, and visually cued-recall. A complex relationship existed between type of instruction and type of external cue provided during testing, essentially supporting the encoding specificity hypothesis. Fourteen references are listed. (Author/LMM)

ED 243 417 IR 011 026

Carl, David L. Hoelscher, Sheila
 Administrators' Perceptions of Computer Usage in Education.

Pub Date—20 Jan 84

Note—19p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.
 Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, *Computer Assisted Instruction, *Computer Literacy, *Computers, Elementary Secondary Education, *Principals, Purchasing, School Surveys, Technological Advancement

Identifiers—*Arkansas, Computer Uses in Education

A 1982 survey requested opinions of 10% of Arkansas' K-12 school principals regarding probable student and teacher response to computers in the classroom, current level of computer literacy among their school teachers, the effect of computers in education (positive or negative), factors most important in future purchase of computer equipment, how computers are presently used, and whether schools in large school districts are more or less likely to have computers than schools in medium or small school districts. Seventy-six principals (64%) returned the surveys. Results suggest that principals strongly support computer use in formal education and believe that their teachers and students would also be avid supporters. Roughly 95% plan to purchase their first or additional computers in the next 5 years. Of schools currently using computers, 100% plan to make further purchases. School district size did not affect attitudes and most respondents indicated agreement concerning the usefulness of the computer in future education. The survey instrument and cover letter are included. (LMM)

ED 243 418 IR 011 027

Dimond, Patricia Simonson, Michael
 Publications of the Profession: AVCR/ECTJ, AVI/II, JID.

Pub Date—Jan 84

Note—11p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.
 Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Diffusion (Communication), *Educational Technology, History, *Objectives, Organizational Change, *Periodicals, *Professional Associations, Statistical Surveys

Identifiers—*Association for Educational Communications Tech, Educational Communications and Technology Journal, Instructional Innovator (Journal), Journal of Instructional Development Characteristics of three journals published by the

Association for Educational Communications and Technology are examined: Instructional Innovator (II), the Journal of Instructional Development (JID), and the Educational Communications and Technology Journal (ECTJ)—formerly the Audio-Visual Communication Review (AVCR). For each journal a historical description lists editors and summarizes the journal's purpose, characteristics, and developmental trends. Conclusions call attention to the drastic decline of the apparent impact of II and ECTJ in the last 10 years. Tables display results of an analysis of each issue of each publication by year. Data reported include number of feature articles per year, men authors, women authors, photographs, television articles, film articles, computer articles, advertisers, average pages per issue, and issues per year. Also listed are the average feature article length, editorial board size, price, and membership cost. (LMM)

ED 243 419 IR 011 028

El-Gazzar, Abdel-Latif I.
 A Signal Detection Analysis of Digitized and Photographic Image Modes and Color Realism in a Pictorial Recognition Memory Task.

Pub Date—Jan 84

Note—36p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.
 Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Analysis of Variance, College Students, *Color, Computer Assisted Instruction, *Computer Graphics, Cues, Higher Education, Intermodality Differences, *Photographs, *Pictorial Stimuli, Realism, *Recall (Psychology), Visual Perception

The relative effectiveness of digital versus photographic images was examined with 96 college students as subjects. A 2x2 balanced factorial design was employed to test eight hypotheses. The four groups were (1) digitized black and white; (2) digitized pseudocolor; (3) photographic black and white; and (4) photographic realistic color. Findings suggest that the use of the digitized black and white images in computerized instruction and information transmission of pictorial information provides the same pictorial information as use of the photographic black and white pictures. Adding pseudocolor to the digitized black and white photographs did not increase the distinctiveness and recognition of these pictures in the task. While there was no significant difference between the photographic black and white and photographic realistic color, photographic realistic color was preferable to digitized pseudocolor in learning from realistic scenes. Findings partially support the contention of realism theories, but the cue-summation theory was not supported by any of the findings. (LMM)

ED 243 420 IR 011 029

Fleming, Malcolm
 Visual Attention to Picture and Word Materials as Influenced by Characteristics of the Learners and Design of the Materials.

Pub Date—Jan 84

Note—16p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.
 Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attention, *Difficulty Level, Epistemology, *Eye Movements, *Field Dependence Independence, Graduate Students, Higher Education, *Layout (Publications), Learning Strategies, Pictorial Stimuli, *Prior Learning, Reading Materials, *Sex Differences, Teacher Education, Textbook Research, Verbal Stimuli

Identifiers—Stimulus Characteristics
 In a framework of cognitive theory, an exploratory study examined eye movements of learners studying print materials combining text and illustrations. Eye movement patterns were used as indicators of the cognitive strategies employed. Both design and learner variables were emphasized. Twenty-four graduate education students were randomly assigned to each of two page layout treatments. Design variables were text complexity (simple or complex) and page layout (either picture first and then words or words before picture). Learner variables were sex, cognitive style (field dependence/independence), and prior knowledge.

The dependent variable was visual attention indicated by eye movement data including duration, transitions, and sequences. Subjects studied the material while fitted with head-mounted eye movement detecting equipment. Of the design variables, the complexity factor was most determinative of learner strategy. Of the learner variables, cognitive style and sex were reliably associated with learner strategies, but prior knowledge had no effect on strategy. In an analysis of the complex page, results revealed a tendency for females to favor the given order and males the reverse. Six references are listed. (LMM)

ED 243 421 IR 011 030

French, Margaret
 Aptitude Sensitive Instruction: The Role of Media Attributes in Optimizing Transfer of Training.

Pub Date—Jan 84

Note—46p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.
 Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Aptitude, Aptitude Treatment Interaction, Color, *Concept Formation, *Cues, Deduction, *Field Dependence Independence, Foreign Countries, Induction, Media Research, *Pictorial Stimuli, Postsecondary Education, Statistical Analysis, Technical Education, *Transfer of Training, Visual Aids

Identifiers—Australia (Melbourne), Stimulus Characteristics

The supplantation approach of this study hypothesized that media attributes may serve to bridge the processing link between learner aptitude capacity and the demands of a concept attainment task. Subjects were 492 males aged 16-21, drawn from a College of Technical and Further Education in Melbourne, Australia. All subjects were trade apprentices, predominantly from the automotive department. Classification of five types of diesel fuel injectors was used as the concept attainment task. The study utilized a treatment-by-blocks design. The aptitude block was composed of two levels: extreme field-independent individuals and extreme field-dependent individuals. Three treatment variables combined to form eight treatments. Each treatment contained either color or non-color cueing, plus simple or complex line-drawings on filmstrips accompanied by either an inductive or a deductive verbal presentation on audiotape. Two immediate posttest measures were used: an identification line-drawing test and an identification-transfer test (realia test) that used real fuel injectors. Analysis of variance revealed interactions which suggested that treatments were differentially effective in meeting the differing task requirements of a transfer and a non-transfer posttest measure. (Author/LMM)

ED 243 422 IR 011 031

Hannafin, Michael J.
 The Relative Effectiveness of Pictures versus Words in Conveying Abstract and Concrete Prose.

Pub Date—Jan 84

Note—20p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.
 Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Abstract Reasoning, Elementary Education, Grade 3, Grade 4, Media Research, *Pictorial Stimuli, *Prose, *Recall (Psychology), *Teaching Methods, *Verbal Stimuli, Visual Aids

A total of 121 third and fourth graders were randomly assigned to instructional treatments which each featured a short children's story. The treatments were oral-only, picture-only, and a combination of oral and pictures. Students saw and/or heard the presentation and were tested immediately and after a two-week retention interval for recall of abstract and concrete presentation content. As expected, the combined presentation yielded the greatest recall of both abstract and concrete content. Oral-only and picture-only presentations were equally effective for abstract content, but the picture presentation was more effective for concrete content. In effect, picture presentations were relatively more effective overall than oral-only presentations. Twenty-one references are listed. (Author)

ED 243 423 IR 011 032

Hortin, John A.

The Use of Mental Imagery in the Problem Solving Process.

Pub Date—Jan 84

Note—15p; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Imagery, Intermediate Grades, *Learning Activities, Learning Processes, *Problem Solving, *Research Methodology, Secondary Education, *Visualization

Identifiers—Freire (Paulo), *Naturalistic Research, Rehearsal (Learning), Rehearsal (Memory)

Conventional experimental research in mental imagery and visualization presents conflicting findings. Naturalistic inquiry offers an alternative approach for the study of mental imagery and problem solving. Paulo Freire, for example, used a naturalistic approach that emphasized active involvement in learning. Imagery can play an important role in learning and can be applied directly in the classroom. A study is planned to have high school students apply mental imagery in a college reading course and middle school students in a science course. The research on mental imagery and problem solving will involve three basic activities: learning to visualize; using internal and external images to solve problems; and using mental rehearsal to conduct science experiments or take tests in a college reading course. Experimental research is limited in documenting comprehensively the imagery process and subsequent learning behavior. A well-thought out research plan involving both experimental and naturalistic methodologies is the best approach. This paper shares some activities for possible research with the mental imagery process that involves participation by students in a natural setting. Fifteen references are listed. (LMM)

ED 243 424 IR 011 033

Kervin, Denise

Structure as a Source of Meaning within Audiovisual Messages.

Pub Date—21 Jan 84

Note—7p; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Commercial Television, *Content Analysis, Journalism, *News Reporting, Organization, Photography, *Production Techniques, Programming (Broadcast), *Semiotics, Television Research, Verbal Communication, Visual Stimuli

Identifiers—*Message Design

An investigation of structural aspects of television messages focused on the interaction between structure and content in the creation of meaning. A preliminary study using quantitative data analyzed 137 television news stories from the commercial networks on the fighting in El Salvador to determine how structural elements were used by newsmakers, those decisions being a product of different codes. The codes studied included editing (cuts, dissolves, wipes); camera work (angle, movement, distance); and visual/aural combination, such as a voice-over. Another concern was to determine if these elements were used consistently in the same way, or if they changed over the 5-year period covered by the news stories. Preliminary results found both similarities and differences among the three networks for camera movement. The study then moved from quantitative analysis of the use of formal elements within the news reports to a qualitative examination of how these characteristics interact with the content they convey. Semiotic theory, particularly the concepts of denotation and connotation, was used as a framework to analyze this interaction. This study is the first part of a complete analysis of the function of structural elements and their effect on meaning. Seven references are listed. (LMM)

ED 243 425 IR 011 034

King, F. J. Roblyer, M. D.

Practical Strategies for Encouraging Research in Computer-Based Instruction.

Pub Date—Jan 84

Note—30p; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Software, Flow Charts, *Models, Regression (Statistics), *Research Design, *Research Methodology, *Statistical Analysis

This paper presents five designs (three one-group and two two-group) which can be effectively employed to study computer-based methods in non-laboratory settings, including actual classroom implementation, where a non-treatment control design may not be feasible. These designs are sequential analysis, value-added analysis, non-equivalent dependent variables, regression-discontinuity, and cohort design. For each design, examples of research studies which effectively employ such designs are given. Sample utility programs and procedures are provided which can be used by persons with limited training in statistics and research methods to analyze data resulting from these non-traditional designs. A decision flowchart is included, as well as a description of how to select the most appropriate non-traditional design for a specific project. Three appendices provide an Applesoft BASIC program for sequential analysis; computations for value-added analysis; and analysis and results of the regression-discontinuity design. Twenty-two references are listed. (LMM)

ED 243 426 IR 011 035

Koetting, J. Randall

Foundations of Naturalistic Inquiry: Developing a Theory Base for Understanding Individual Interpretations of Reality. Research and Theory Division Symposium: Naturalistic Methodologies for Deriving Individual Meanings from Visuals.

Pub Date—Jan 84

Note—18p; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Research, Educational Researchers, Epistemology, Media Research, *Models, *Research Design, *Research Methodology, *Values, Visual Stimuli

Identifiers—Freire (Paulo), *Naturalistic Research

This symposium paper looks at three paradigms for naturalistic research on visuals: the positivistic, the interpretive, and the critical approaches. Discussion centers on questions of epistemology, such as "What do you mean?" and "How do you know?" The place of naturalistic inquiry within this discussion is indicated, and differences between paradigms are identified. For the positivistic and interpretive paradigms, the description covers their ontology (nature of reality), subject-object relationship, purpose of inquiry (generalization), explanation-causality, and axiology (the role of values in inquiry). The viewpoints described for the positivistic paradigm hold for the critical paradigm. Elements of Freire's theory of knowledge are discussed that are also identified as the basic elements that ground the interpretive and critical approaches to social and educational research: world-views, subjectivism, abstraction, codification, decodification, distancing, agency, problem-posing, learning, holistic viewpoint, and the social dimension. Sixteen references are listed. (LMM)

ED 243 427 IR 011 036

Koetting, J. Randall

Philosophical Foundations and Instructional Design (Curriculum Theory). Research and Theory Division Symposium: Open Forum on the Foundational Issues of the Field of Instructional Technology.

Pub Date—Jan 84

Note—11p; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Design, Curriculum Research, Design Requirements, *Educational Media, *Educational Technology, Epistemology,

*Instructional Design, Learning Processes, *Models, *Research Needs

This symposium paper is concerned with curriculum theory and development and the place of curriculum theory within the area of instructional technology. It first identifies the central questions of curriculum (e.g., what should we teach?) and discusses the implications of the resulting issues: (1) why should we teach this rather than that? (2) who should have access to what knowledge? (3) what affects would accrue from the study, particularly the prolonged study, of a given domain of knowledge? and (4) how should the various parts of the curriculum be interrelated in order to create a coherent whole? The question of curriculum is examined and implications for the field of technology that might enhance the utilization of media within the instructional process are viewed. Conclusions indicate that linking the notions of curriculum and media together will suggest new ways of looking at the learning process and will provide a different language and conceptual framework for looking at the issues, problems, and concerns in the field. Ten references are listed. (LMM)

ED 243 428 IR 011 037

Maurer, Matthew M. Simonson, Michael R.

Development and Validation of a Measure of Computer Anxiety.

Pub Date—Jan 84

Note—13p; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Anxiety, *Computers, Higher Education, Measurement Techniques, *Measures (Individuals), *Personality Traits, *Rating Scales, Secondary School Students, Test Construction, Test Norms, Test Reliability, *Test Validity, Undergraduate Students

Identifiers—*Computer Anxiety

A Computer Anxiety Index (CAIN), which uses a six-point Likert scale of agreement, was developed to measure the trait of computer anxiety and to be predictive of the development of the state of computer anxiety. Computer anxiety was defined as the irrational fear or apprehension felt by an individual when using computers or when considering the possibility of computer utilization. College students enrolled in an undergraduate instructional media class at Iowa State University were used to gather validity and reliability measurements. A four-step validation process involved administering the CAIN to subjects two weeks before a scheduled computer lab, administering the State-Trait Anxiety Index as a concurrent measure of computer anxiety, observing subjects while they were using computers, and comparing results of the computer anxiety measures. Normative data were also gathered from computer professionals, other computer users, educators, junior high school and college students, and other adults. The CAIN was found to be reliable and valid, with practical applications in computer anxiety research, career planning, and identification of computer-anxious individuals. (LMM)

ED 243 429 IR 011 038

McCombs, Barbara L. Bruce, Kathy L.

Cognitive Style and Microcomputers: Instructional Management Potentials.

Pub Date—Jan 84

Note—23p; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Autoinstructional Aids, *Cognitive Style, *Computer Assisted Instruction, *Computer Managed Instruction, Design Requirements, *Diagnostic Teaching, *Individualized Instruction, *Individual Needs, Input Output Devices, Instructional Systems, *Microcomputers

This paper focuses on how microcomputer technology can be used to manage individualization that is based on student differences in cognitive style. Generalized approaches to individualization and the management of individualization are discussed, along with specific approaches based on individual differences in cognitive style variables. Benefits from the use of computers for the management of

this type of individualization and the requirements for management with microcomputers are presented. A discussion of practical issues and implications to be considered in an implementation of this approach concludes the paper. Twenty-five references are listed. (Author/LMM)

ED 243 430 IR 011 039

McGrady, Donna S.

The Effect of Programmed Tutoring upon the Reading Comprehension of Fourth-Grade Students Enrolled in a Chapter 1 Reading Program.

Pub Date—Jan 84

Note—35p.; Paper presented at a Graduate Student Research Session at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Grade 4, Intermediate Grades, *Programmed Instructional Materials, *Reading Comprehension, Reading Difficulties, *Reading Programs, *Remedial Reading, *Supplementary Education, *Tutoring Identifiers—*Education Consolidation Improvement Act Chapter 1

Subjects in this study were 69 fourth-grade students enrolled in a Chapter 1 program who received low scores on a standardized reading comprehension test in the spring of 1982. One group (n=35) received 15 minutes of programmed reading tutoring each day throughout the 1982-1983 school year as a supplement to classroom instruction. The Houghton Mifflin Reading Series was used for classroom instruction and the Houghton Mifflin Tutorials were used for the programmed tutoring. Results indicated that programmed tutoring did not significantly improve reading comprehension, although the experimental group did narrow the gap that existed on the pretest scores between themselves and the control group (n=34). A loss from the pretest to the posttest was shown by 32% of the control group students, who received no tutoring, while only 9% of the experimental group showed such a loss. The control group's posttest scores also displayed a greater variability than their pretest scores, while the variability of the experimental group's scores remained relatively unchanged. Thirty-two references are listed. (Author/LMM)

ED 243 431 IR 011 040

McIsaac, Marina Stock

Naturalistic Inquiry: An Example Used in Photographic Research.

Pub Date—Jan 84

Note—16p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classification, *Cluster Grouping, College Students, Concept Formation, *Cultural Differences, Dimensional Preference, Higher Education, Media Research, *Multidimensional Scaling, *Photographs, *Pictorial Stimuli, Visual Perception

Identifiers—*Naturalistic Observation, Stimulus Characteristics

This study was designed as the first in a series of inquiries to investigate the use of multidimensional scaling techniques for observing and measuring underlying dimensions commonly perceived by viewers. Following a preliminary study to select photographs, 15 university students aged 19 to 45 were presented with stimuli consisting of 34 colored photographs which illustrated a variety of concepts. Sorting these stimuli into perceptually relevant groups was used as a primary method for recording judgments. Stimuli were presented randomly across pairs and subjects. Three types of data were collected: (1) similarity judgments between pairs of pictures; (2) interview information, including subjects' verbal descriptions of picture groups; and (3) demographic information about subjects. Results suggest that pictures are grouped by viewers according to commonly perceived inherent dimensions within the photograph. Three dimensional aspects—life, nature, and culture—appeared to contain primary visual meaning for subjects, suggesting the existence of a universality of meaning systems in visuals. Fourteen references are listed. (LMM)

ED 243 432 IR 011 041

Masley, Mary Lou And Others

Computer-Assisted Instruction and Continuing Motivation.

Pub Date—Jan 84

Note—12p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Variance, *Computer Assisted Instruction, *Difficulty Level, Elementary Education, *Feedback, Grade 6, Intermediate Grades, Reinforcement, *Sex Differences, *Student Attitudes, Student Interests, *Student Motivation

Effects of two feedback conditions—comment and no comment—on the motivation of sixth grade students to continue with computer assisted instruction (CAI) were investigated, and results for boys and for girls were compared. Subjects were 62 students—29 boys and 33 girls—from a suburban elementary school who were randomly assigned to the comment and no comment treatment groups. All students completed the same CAI unit on flow chart symbols and received knowledge of correct results personalized with their names during the three practices in the unit. The comment treatment group was also given one positive comment related to competence after each practice and in the middle of the third practice. Subjects who chose the computer for the next task were judged as showing continuing motivation. Questionnaires were used to collect data on other factors related to continuing motivation such as competence, interests, and task difficulty. Results indicated a strong relationship between student attitudes and return to task. Significant attitude factors included students' perception of their performance, interest level of the task, attitude toward computers, perceived task difficulty, and desire to know their performance in relation to others; use of the computer itself also seemed to be a strongly motivational factor. No significant relationship with return-to-task rate was obtained for comment and sex of subject. Twenty-two references are listed. (LMM)

ED 243 433 IR 011 042

Olson, Janet S.

The Interaction of Cognitive Style and Auditory Learning via Rate Modified Speech (Compressed and Expanded).

Pub Date—Jan 84

Note—19p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Analysis of Variance, *Audiotape Recordings, College Students, *Field Dependence Independence, Higher Education, *Instructional Materials, *Listening Comprehension, Speech Communication, *Speech Compression, Vocabulary

Identifiers—Expanded Speech, Listening Rate, *Rate Controlled Speech

The relationship between auditory learning via rate modified speech and the learner's relative degree of field dependence/independence was investigated. Eighty graduate students were assigned to groups using materials consisting of either normal-150 words-per-minute (wpm), compressed (250 wpm), or one of two expanded (either 120 or 90 wpm) audiotape versions of the Dwyer instructional script on the human heart and the related evaluation instruments. Results generally indicated that the normal groups scored higher than all other groups, but only significantly so in the 150 wpm versus 90 wpm comparisons for the terminology and comprehension tests. In most cases, neither the compressed or 120-wpm expanded versions resulted in significantly improved achievement. The 90-wpm group achieved significantly less. Field dependence was not significantly related to comprehension of material presented at different rates, though field dependent subjects generally scored lower than field independent learners on the expanded versions. A 29-item reference list is included. (Author/LMM)

ED 243 434 IR 011 043

Ragan, Tillman

Conceptual Tools for R&D on Applications of Microcomputers to Individualization.

Pub Date—23 Jan 84

Note—13p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, *Cognitive Style, Educational Media, *Educational Technology, Instructional Design, Instructional Development, *Media Research, *Microcomputers, Programmed Instructional Materials, *Research Needs, *Student Characteristics, Technological Advancement

Identifiers—Computer Uses in Education

This paper introducing a symposium—Cognitive Style and Microcomputers: A Review and Synthesis of Current and Needed Research and Development—presents issues attendant to research and development in cognitive styles and microcomputer uses within the context of instructional technology, with emphasis on the relationship of cognitive style to learners' general ability and prior learning. In examining needs for research in and on microcomputers in education, the heritage of programmed instruction and teaching machine research of the 1950's and 1960's is reviewed as that work relates to currently available practitioner's tools in instructional design and development. A plea for increased basic research on learner characteristics and the instructional media attributes of currently available high technology concludes the paper. (Author/LMM)

ED 243 435 IR 011 044

Richards, Boyd

Availability of Prior Knowledge and Its Effect on Transfer of Learning.

Pub Date—Jan 84

Note—21p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Structures, Comprehension, *Concept Formation, Instructional Materials, *Learning Processes, *Prior Learning, Prose, Review (Reexamination), *Schemata (Cognition), Secondary School Students, Technical Writing, *Transfer of Training, Vocabulary

Using schema theory as a contextual framework, three studies were conducted to examine the effects of two triggering mechanisms on transfer of learning across two noncontiguous passages: similar terminology for shared concepts and a brief review of the first passage read immediately before the second passage. The first two studies served to pilot the treatments and dependent measures used in the third and more complete experiment. Treatment materials for all three studies were two passages about computers. The first passage presented concepts about the parts of and their location within a computer and the second passage taught seven commands found in many programming languages. The dependent measures were similar for the studies, and included measures of comprehension of primary and secondary points content. Results produced conflicting evidence. The theoretical assumption that familiarity with technical terminology and a single organizing structure were prerequisites for comprehension and transfer were supported by the second study but not the third. Evidence from the second and third studies suggest that weak organizing schemata can actually impede positive transfer and rote learning. Twenty-six references are listed. (LMM)

ED 243 436 IR 011 045

Robinson, Rhonda S.

The Impact of Television Literacy: An Investigation of Narrative and Television Comprehension.

Pub Date—Jan 84

Note—21p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Difficulty Level, Formative Evalua-

tion, *Research Methodology, Secondary School Students, Television Viewing, *Test Construction, Test Format, Test Items, *Visual Literacy Identifiers—*Visual Literacy Test (Turner)

Turner's (1980) visual literacy test for high school students and adults was adapted for use with eighth grade students. The new version was limited to questions dealing with motion media, and a half-hour "M.A.S.H." narrative television program was chosen for the focus on television production techniques and the narrative elements of the program. Revisions in language level were made and the instrument was pilot tested with five classes of eighth grade students using a presentation-quizz discussion format. In general, Turner's 1980 instrument questions were much too long and difficult for most of the students, and questions developed by the researcher were initially too open ended. The instrument was further refined utilizing the teacher and researcher, visual literacy literature, and the pilot data. Information about utilizing a naturalistic approach to investigating visual literacy was generated from the project, and the possibilities for further research were explored and extended. Appendices include the visual literacy test in both its preliminary and secondary versions. Thirteen references are listed. (LMM)

ED 243 437 IR 011 046
Tanitblarphol, Subhrawapun Hughes, Lawson H.
Processing Time and Question Type in the Comprehension of Compressed Speech with Adjunct Pictures.

Pub Date—Jan 84

Note—35p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020. Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comprehension, Cues, Intermediate Grades, Learning Processes, *Pictorial Stimuli, *Questioning Techniques, *Recall (Psychology), *Redundancy, *Speech Compression, *Time Factors (Learning)

Identifiers—*Rate Controlled Speech

The effect of adding time for processing compressed speech and the effects of questions that gave adjunct pictures either a redundant or contextual function were investigated. Subjects were 144 fourth- and fifth-grade students randomly assigned to 24 groups. They listened individually to a 20-sentence story at either 225 or 300 words-per-minute (wpm). They also either looked at pictures as they listened or only listened. Questions in cued recall gave the pictures either a redundant or contextual function. Increase in recall was significantly greater at the higher than at the lower wpm rate when pause time was added between sentences, as well as when pictures were added to the story. Questions that made pictures redundant improved recall, whereas pictures that made them contextual did not. The results with respect to pause time supported several prior studies. The results with respect to the use of redundant pictures suggested that pictures can preclude a reduction in comprehension at higher wpm rates. Twenty-five references are listed. (Author/LMM)

ED 243 438 IR 011 047
Torkelson, Gerald M.
Theoretical Bases for Research in Media.

Pub Date—Jan 84

Note—29p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020. Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Learning Theories, *Media Research, Models, *Opinions, Questionnaires, *Research Design, *Research Methodology, *Research Needs, Student Characteristics, Surveys

This paper (1) presents observations about the major paradigms and assumptions that have historically shaped media research; (2) encapsulates the activities, thinking, and paradigms of the present; and (3) reports on a study in which 100 theoreticians and researchers were asked to respond to 50 hypothetical statements about media in the learning process as a way to sample current points of view. From the 42 responses, frequency data were deter-

mined for each of seven categories on a "valid to not valid" scale and for the choices of whether a particular statement was important or not important for research. Most of the statements that were regarded as valid and important for research followed the research paradigm that is looking for a match between the coding (critical elements in media) and the repertoire of the learner. Also provided are the Questionnaire on Theories about Media and Learning and the study data for the 42 respondents. (LMM)

ED 243 439 IR 011 048

Williams, John A. Jr.

Formative Evaluation in Instructional Design: Theory versus Practice.

Pub Date—Jan 84

Note—44p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020. Document contains light, broken type.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, *Evaluation Methods, *Formative Evaluation, Instructional Development, *Instructional Materials, Literature Reviews, *Models, Observation, Surveys, *Training

Identifiers—*Advanced Systems Incorporated

This report describes a two-phase study designed to (1) investigate the appropriate evaluation literature and develop a formative evaluation model; (2) investigate the formative evaluation procedures utilized by Advanced Systems Incorporated (ASI), a successful producer of training materials; (3) develop a model based upon these procedures; and (4) compare and contrast the two resultant models for commonalities and differences. Results are reported from both a literature review on current formative evaluation procedures and theory and second-phase data gathering, which involved observation of evaluation procedures, extensive visitation, and an in-house survey of ASI employees involved in the product development process. An outline combines elements of education, military training, and industrial training into a single paradigm. Nine conclusions and recommendations for study applications and for further research are included. Sixty-seven references are listed, and elements of the models discussed are illustrated with numerous charts. (LMM)

ED 243 440 IR 011 049

Winn, Bill

ECTJ and Research in Educational Technology.

Pub Date—Jan 84

Note—13p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Decision Making, *Educational Technology, *Epistemology, *Information Dissemination, *Instructional Design, Instructional Development, Media Research, *Periodicals, Professional Associations, *Research Reports

Identifiers—Association for Educational Communications Tech, *Educational Communications and Technology Journal, Naturalistic Research

Centrally concerned with design, educational technology involves making the best possible decisions for action given a particular set of circumstances, with a body of knowledge or instructional theory for guidance. More work is needed to aid educational technologists in the three tasks of building instructional theory, developing techniques for task and learner analysis, and developing effective decision-making techniques. Although the Educational Communications and Technology Journal (ECTJ) can contribute to dissemination of information about all three tasks, there has been a tendency to publish far more articles of the instructional theory type. This is partly because reports of studies using naturalistic-research methods have not been submitted. ECTJ may be seen primarily as a journal of instructional theory, while more reports of research on design and application are needed, as well as articles dealing with the social impact of educational technology. The future of ECTJ is in the hands of Association for Educational Communica-

tions and Technology (AECT) members and the broader research and development community. Five references are listed. (LMM)

ED 243 441 IR 011 050

Brody, Philip J.

The Role of Naturalistic Inquiry on Research in the Instructional Uses of Pictures.

Pub Date—Jan 84

Note—12p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Collection, Illustrations, *Instructional Materials, Interviews, *Media Research, *Models, Observation, Photographs, *Pictorial Stimuli, Research Design, *Research Methodology

Identifiers—*Naturalistic Research

Instructional technologists have traditionally used the scientific or rationalistic paradigm to study the instructional potential of pictures. Naturalistic and rationalistic inquiry differ in their views of reality and truth, the relationship between the investigator and the subject, the goals of inquiry, and the role of values in inquiry. Naturalistic inquiry on how pictures are used by students and teachers would take place in schools under normal instructional settings. Such studies could involve observation and interviews by a team of investigators who might note the types of pictures used, outcomes expected, teacher and learner behavior, subject matters, and instructional strategies. The resulting set of descriptive notes would be sifted, reorganized, and refined to identify recurring patterns that would aid in the understanding of the phenomena being examined. Data would be used to sharpen the focus for the next series of studies, which could include determining the types of instructional functions that can be served by pictures, or by examining the role of pictures within a given content area for a specific type of learning outcome or a particular type of learner. What is most important to the instructional technologist is not the identification of specific questions that can benefit from naturalistic inquiry but to understand and take advantage of its unique characteristics. Four references are listed. (LMM)

ED 243 442 IR 011 051

Smith, Patricia L.

Cognitive Styles Research: Implications for Instructional Design?

Pub Date—Jan 84

Note—12p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984). For proceedings, see IR 011 020.

Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, *Cognitive Style, *Individualized Instruction, Individual Needs, Instructional Design, Instructional Materials, Learning Processes, Microcomputers, Research Design, *Research Methodology, *Research Needs, *Student Characteristics

Microcomputers have presented instructional designers with an ideal tool with which to deliver individualized instruction. With a few exceptions, however, the results of cognitive styles research do not provide sufficient conclusions upon which to make design decisions. Critically missing in many studies is an explication of the conceptual binding among the information processing "deficits" of a particular style, the information processing requirements of a specific task, and the mechanism within an instructional intervention which reconciles the two. In order to form this foundation of research, programmatic research into a particular style, task, or intervention and qualitative studies which examine in depth how students with particular styles process information are needed. Seven references are listed. (Author/LMM)

ED 243 443 IR 011 055

Van Dusseldorp, Ralph And Others

Microcomputer Laboratory Manual.

Alaska Univ., Anchorage. School of Education.

Pub Date—84

Note—51p.

Pub Type—Tests/Questionnaires (160)—Guides—Classroom—Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Competence, *Computer Assisted Instruction, *Computer Literacy, Computer Managed Instruction, *Computer Software, Guides, Higher Education, Independent Study, Information Sources, Input Output Devices, Learning Activities, *Microcomputers, *Programming, *Teacher Education, Word Processing
Identifiers—BASIC Programming Language, *Computer Uses in Education, LOGO Programming Language, Software Evaluation

Intended to serve as a guide to the development of basic computer competencies for students in teacher preparation programs or as inservice training for teachers, this primarily self-instructional manual provides basic information, worksheets, computer programs, and hands-on learning activities for 16 proficiencies related to computer literacy. Orientation is toward Apple microcomputers, and, in some cases, specific software, though the exercises can be modified for other hardware and software. The following topics are covered: learning terminology, maintenance procedures, inserting disks and running programs, initializing a blank diskette, copying a diskette and a single file, writing a program in BASIC, using a printer, types of educational computer programs, class management instructional programs, evaluating software programs, programs for one grade or subject, problem solving using LOGO, using an authoring system, word processing, using a modem to access the Alaska Knowledge Base, and identifying and describing the purpose of reference materials. A computer proficiency checklist is included. (LMM)

ED 243 444 IR 011 056

Willen, Birgitta
Strategies for Strengthening Student-Teacher Contact in Distance Education: Results of an Evaluation of Distance Education in Swedish Universities. DERG Papers Number 9.
 Open Univ., Walton, Bletchley (England). Distance Education Research Group.
 Pub Date—Jan 84

Note—58p.; For related documents, see IR 010 991 and IR 010 993.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Attitudes, College Students, *Correspondence Study, Curriculum Development, *Delivery Systems, *Distance Education, *Foreign Countries, Higher Education, Objectives, *Student Teacher Relationship, *Universities

Identifiers—Nordic Countries, *Sweden
 This report describes the background, history, development and evaluation of distance education in Sweden since its inception in 1973. A preliminary general section describes higher education and external studies in Sweden, the basic ideas behind distance education, and its scope and general organization in Sweden. Part of the preparation for the 1977 reform of higher education, the experimental activities described were designed to test different methods of teaching students who could come to an educational institution for only short periods of time. Scope, organization, and the different components of the evaluation program are described. Results presented relate to students' goals and study alternatives; background and study effort; general attitudes toward distance education; distance bridging aids; study results (achievement); and teachers' experiences with distance education. A follow-up investigation is also described, and strategies for strengthening student-teacher contact in distance education are examined in a concluding discussion. Appended are a nine-page reference list, and lists of additional reports on distance education (23 in Swedish and 17 in English). (LMM)

ED 243 445 IR 011 057

Federico, Pat-Anthony
Cerebral Lateralities and Individualized Instruction. Final Report.
 Navy Personnel Research and Development Center, San Diego, Calif.
 Report No.—NPRDC-TR-84-34
 Pub Date—Mar 84

Note—32p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Aptitude, *Aptitude Treatment Interaction, *Cerebral Dominance, Cognitive Ability, Cognitive Processes, *Individual Differences, Individualized Instruction, *Lateral Dominance, Males, Military Personnel, Military Training, Psychometrics, *Research Methodology

Identifiers—*Brain Hemispheres, Navy

To ascertain whether cerebral lateralities can be considered aptitudes or individual difference measures within an aptitude-treatment-interaction (ATI) framework, hemispheric asymmetries and cognitive psychometric tests were administered to 50 right-handed, Caucasian, male Navy recruits. Principal factor analysis with varimax rotation was computed for these measures. A major portion of the variability in the data was attributed to cerebral lateralities either acting independently or interactively with cognitive attributes. Their proven construct validity and importance as individual difference indices suggest that hemispheric asymmetries can be considered "aptitudes" within an ATI context. However, a number of conceptual problems, in addition to methodological difficulties, may limit the pedagogical payoff from ATI and asymmetry research. A four-page reference list is included. (Author/LMM)

ED 243 446 IR 011 058

Federico, Pat-Anthony
Computer-Managed Instruction: Individual Differences in Student Performance.
 Navy Personnel Research and Development Center, San Diego, Calif.
 Report No.—NPRDC-TR-84-30
 Pub Date—Feb 84

Note—24p.; For related document, see IR 011 059.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Computer Managed Instruction, *Individual Differences, Learning Processes, *Mastery Learning, Military Personnel, Military Training, Postsecondary Education, Teaching Methods, *Time Factors (Learning)

To determine whether individual differences in student achievement and learning rate are reduced or eliminated by mastery instruction, 166 Navy trainees who had completed a computer-managed course in basic electricity and electronics were cluster-analyzed into groups, using 24 measures of cognitive characteristics. Discriminant analyses were computed between the two derived groups using module test scores and completion times. Groups differed significantly in their achievement in 4 out of 11 modules and in the time required to complete 1 module, but did not demonstrate a progressive decrease in the variability of their achievement and learning rates. Twenty-eight references are listed. (Author/LMM)

ED 243 447 IR 011 059

Federico, Pat-Anthony
Computer-Managed Instruction: Stability of Cognitive Components.
 Navy Personnel Research and Development Center, San Diego, Calif.
 Report No.—NPRDC-TR-84-29
 Pub Date—Feb 84

Note—35p.; For related document, see IR 011 058.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Aptitude Treatment Interaction, *Cognitive Ability, *Computer Managed Instruction, Epistemology, *Individual Differences, *Learning Processes, *Mastery Learning, Military Personnel, Military Training, Postsecondary Education, Predictor Variables

Identifiers—Crystallized Intelligence, Fluid Intelligence

To ascertain changes in cognitive correlates of learning as students advance through hierarchical instruction, 24 individual difference measures were obtained from 166 Navy trainees who had completed a computer-managed course in electricity and electronics. Principal component analysis and varimax rotation were computed for cognitive characteristics, producing factor scores that were used in multiple regression analyses to predict achievement in 11 modules of instruction. During acquisition of course content, the cognitive components sampled shifted noticeably in importance throughout the curriculum. The results have implications for research on aptitude treatment interaction (ATI), transition from novice to expert, crystallized and fluid intelligence, task demands of instruction, and computer managed mastery learning. (Author/LMM)

ED 243 448 IR 011 060

Smith, James A.
A Guide for Evaluation of Broadcast Radio and

Television in the Delivery of Informal Education.

A Graduate Project.
 Pub Date—Mar 82
 Note—75p.; Master of Arts, University of Alaska, Fairbanks.

Pub Type—Dissertations/Theses - Masters Theses (042) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Data Analysis, *Delivery Systems, *Educational Radio, *Educational Television, Evaluation Criteria, *Evaluation Methods, Formative Evaluation, Literature Reviews, *Models, Program Evaluation, Questionnaires, Summative Evaluation

Identifiers—*Cooperative Extension Service, *Informal Education

This guide focuses on appropriate techniques for the evaluation of electronic media educational programs. Such evaluation helps to provide the educator with the feedback that is missing whenever there is no direct contact with students, and also with information on the relative worth of an educational program. The four-part publication includes: (1) a statement of purpose and a description of radio and television as educational delivery systems with emphasis on their use by the Cooperative Extension Service; (2) a brief review of evaluation systems as applied to education, with a discussion of some of the evaluation models that may be applied to electronic media educational delivery, and a recap of several evaluations of educational television; (3) a practical approach to the evaluation of electronic media delivery of extension programs with a detailed discussion of each of the phases of evaluation, plus a section on implementing the evaluation; and (4) a summary of evaluation as applied to electronic media with a checklist to serve as a guide to the evaluator. Appendices contain sample forms and examples of evaluation reports. Thirty-six references are listed. (Author/LMM)

ED 243 449 IR 011 061

Signitzer, Benno Luger, Kurt
Socio-Economic Aspects of National Communication Systems. I. Radio Broadcasting in Austria. Communication and Society, 10.
 United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—[80]
 Note—59p.; For related documents, see IR 011 062 and IR 011 077.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advertising, Change, Cultural Influences, Financial Support, *Foreign Countries, Media Research, *National Programs, *Organization, Personnel, Program Descriptions, *Programming (Broadcast), *Radio, *Socioeconomic Influences, Surveys

Identifiers—*Austria, Austrian Broadcasting Corporation

The first in a series that examines the role of radio broadcasting in the process of socioeconomic and cultural change in three countries with different types of broadcasting organization—Austria, Czechoslovakia, and Venezuela—this volume focuses on Austria. It deals with the cultural implications of broadcasting structures and their ownership and financing, with special attention to both commercial and noncommercial advertising, and includes a short description of the historic and legal evaluation of Austria's national broadcasting system. Specific chapters cover the historical development of radio in Austria; legal arrangements and organizational structure (the Austrian Broadcasting Corporation and the organizational structure of radio); economic and technical conditions, including revenue and expenditures; the radio program itself (normative basis, program philosophy, program departments, channel structure and international program exchange); radio research in both program content and audience structure; and radio workers. Concluding remarks summarize the 12 main characteristics of radio in Austria and discuss possible issues for the future. (LMM)

ED 243 450 IR 011 062

Bunzlova, Alice Slovak, Leopold
Socio-Economic Aspects of National Communication Systems: II. Radio Broadcasting in Czechoslovakia. Communication and Society, 11.
 United Nations Educational, Scientific, and Cultural Organization, Paris (France).
 Pub Date—[80]

Note—75p.; For related documents, see IR 011 061 and IR 011 077.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.

Descriptors—Advertising, Change, Cultural Influences, Financial Support, *Foreign Countries, International Programs, Media Research, *National Programs, Orchestras, *Organization, Program Descriptions, *Programming (Broadcast), *Radio, *Socioeconomic Influences, Surveys
Identifiers—*Czechoslovakia

The second in a series that examines the role of radio broadcasting in the process of socioeconomic and cultural change in three countries with different types of broadcasting organization—Austria, Czechoslovakia, and Venezuela—this volume focuses on Czechoslovakia. It deals with the cultural implications of broadcasting structures and their ownership and financing, with special attention to both commercial and noncommercial advertising, and includes a short description of the historic and legal background of Czechoslovakia's national broadcasting system. Specific chapters cover the position and function of radio broadcasting; history of Czechoslovak Radio; organizational structure (interaction between radio and national organizations and relations with authors, performing artists, and record producers); the program activities (networks, program structure, outstanding programs, external services including Radio Prague's Foreign Language Broadcasts); economic structure; technical broadcasting facilities; and manpower resources. Also discussed are the organization of international events and competitions, program exchanges, and joint preparation of programs; personal contacts and employee exchanges; and participation in international competitions and festivals. A cross section of research activities is provided and three annexes present information on networks and broadcasting, permanent orchestras and ensembles of Czechoslovak radio, and the results of a 1979 audience survey. (LMM)

ED 243 451

IR 011 063

Malik, Madhu

Traditional Forms of Communication and the Mass Media in India. Communication and Society, 13. United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—[82]

Note—105p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.

Descriptors—Developing Nations, *Development, *Folk Culture, Foreign Countries, Interviews, *Mass Media, *Nonformal Education, Program Descriptions, Puppetry, Religion, *Theater Arts
Identifiers—*India

Oral folklore and folk drama are emphasized in this report, which focuses on the use of folk media to convey developmental messages through mass media agencies. Discussion covers the relationship between folk and mass media, experiments in India to integrate the two media, problems encountered in the integration process, and folk media's potential as a communication channel. Traditional forms of communication in India are reviewed, particularly folk theater, folksongs, narrative forms, religious discourses, and puppet shows. An examination of the preservation of folk media and the presentation of these forms through mass media agencies centers primarily on radio, television, and film. Projects using folk media to convey developmental messages through both live performance and mass media agencies are described. A discussion of the issues involved in the use of folk forms for developmental purposes and some recommendations for further research conclude this report. A five-page bibliography is provided. Appendices include a brief overview of folk media policies in India, and a list of people interviewed or consulted in India. (LMM)

ED 243 452

IR 011 064

Higgins, James E. Linville, William J. Using Microcomputers in Schools: Some Initial Considerations.

Indiana State Univ., Terre Haute. Indiana Association for Supervision and Curriculum Development; Indiana State Univ., Terre Haute. School of Education.

Pub Date—Jan 84

Note—32p.

Pub Type—Guides - Non-Classroom (055) - Information Analyses (070) - Reports - Evaluative

(142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Managed Instruction, *Computer Software, Drills (Practice), *Educational Administration, Elementary Secondary Education, Inservice Teacher Education, *Microcomputers, Models, Programming, *Public Schools

Identifiers—Computer Simulation, *Computer Uses in Education, Software Evaluation

Both instructional and administrative uses of microcomputers are considered in this monograph, which addresses the pressing questions of educators and administrators as indicated by requests for assistance directed to MICRONET, an Indiana school network that promotes microcomputer use in public schooling. The current condition in schools is discussed, including hardware on site, how it got there, what software is used, who uses it, and its impact. Under microcomputer use in schools, topics include drill and practice, word processing, simulation, and tutorials. Administrative issues addressed include current practices in record keeping, inherent problems, teacher needs, degree of microcomputing skill considered essential for educators, whether to learn programming, and, if inservice is necessary, what models appear most effective. Software suggestions include both general guidelines and specific advice related to drill and practice programs, tutorials, games and simulations, and administrative uses. A selected list of software companies is appended. (LMM)

ED 243 453

IR 011 065

Post, Paul E. Sarapin, Marvin I.

Writing and Evaluating Educational Software: Some Key Elements.

Pub Date—3 Dec 83

Note—38p.; Paper presented at the Annual Conference of the American Vocational Association (Anaheim, CA, December 3, 1983). Printed on colored paper.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Authoring Aids (Programming), *Computer Assisted Instruction, *Computer Software, Display Aids, Instructional Materials, Material Development, *Microcomputers, *Production Techniques, *Programming, Programming Languages

Identifiers—*BASIC Programming Language, Computer Uses in Education

Following a brief description of types of computer assisted instruction (tutorial, drill and practice, and simulation/games), this document provides the following BASIC programming routines: variable typing, range error maskings, default entries, having user check input, allowing users to change input, response checker for numbers, response checker for strings, a simple parser, setup interactive style, interactive style, screen scroller, screen oriented format, window poker, print using for numbers, centering text, word wrap, putting text in boxes, printer interfacer, typewriter sound, menu maker, user self pacer, user pacer pre-defined, right answer routine, wrong answer routine, section feedback, fading prompts, help screens, and exit routine. Each description includes purpose and use of the routine, how to check a program for the routine, and how to program the routine in BASIC. (LMM)

ED 243 454

IR 011 068

Penny, Judith H.

Computer Terminals and Terminology Made Easy! A Primer.

Wyoming State Dept. of Health and Social Services, Cheyenne.

Pub Date—Jan 84

Note—100p.; Prepared for use by the State of Wyoming Department of Health and Social Services. Available from—Judith H. Penny, 3619 Bradley Ave., Cheyenne, WY 82001 (\$10.00 per copy. Quantity discounts available).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Computer Literacy, Computer Oriented Programs, Computers, *Computer Software, *Data Processing, Guidelines, *Input Output Devices, *Management Information Systems, Online Systems, Programming, Systems Analysis, *Vocabulary, Word Processing
Identifiers—*Computer Printers

Designed to make computer users comfortable with both computers and user/reference manual instructions before they have hands-on training, this primer is an introduction to computer concepts, de-

vices, and terms. Common questions related to learning about data processing are addressed, and the following topics are covered: captured data; reports; documents (inputs, source, and turnaround); word processing and commercial establishment printing; word processing output and printers; standalone computing, communication with host, and timesharing; microcomputers, minicomputers, and distributed processing; and management information systems, canned programs, and systems analysis. A short quiz with answers is provided for each chapter. An 11-item bibliography and 38 diagrams are included. (LMM)

ED 243 455

IR 011 069

Computers in the New Curriculum. Proceedings of the Annual Conference of the Texas Computer Education Association (4th, Austin, Texas, February 29-March 3, 1984).

Pub Date—84

Note—249p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Literacy, *Computer Managed Instruction, *Computers, *Computer Software, Educational Administration, Elementary Secondary Education, Program Descriptions, Program Implementation, Programming, Staff Development, Teacher Education

Identifiers—*Computer Uses in Education

This 63-paper collection represents a variety of interests and areas of expertise related to technology and its impact on the educational process at all levels. Topics include automated instructional management, computer literacy, software evaluation, beginning a computer program, finding software, networking, programming, and the computer and educational administrators. Uses of computers are described for staff development and for teaching study skills, writing, social studies, and mathematics. Additional papers describe projects involving district plans for computer literacy, a teacher technologist training program, automating a library management system, creating slides with graphic software, microcomputer adaptive diagnosis for mathematics, and the application of artificial intelligence in education. PILOT and LOGO are among the programming languages discussed. Most papers include abstracts and references. (LMM)

ED 243 456

IR 011 070

Burnham, Brian

Description and Evaluation of Trials of TELIDON Equipment and Data Bases in Two YRBE Secondary Schools in 1983.

York Region Board of Education, Aurora (Ontario).

Pub Date—Feb 84

Note—37p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Oriented Programs, Costs, *Databases, *Display Systems, Feasibility Studies, Foreign Countries, *Online Systems, Pilot Projects, Secondary Education, *Units of Study, *Videotex

Identifiers—Ontario, Student Guidance Information System, *Telidon System

Telidon, which consists of two computerized communications systems for displaying text and graphics on a television screen under user control, is being field tested in the libraries of two York Region Board of Education (YRBE) schools in Aurora, Ontario. Beginning in spring 1983, students were able to access, via telephone, a computerized data bank which held several databases. The principal database is the Student Guidance Information System (SGIS), which contains career and higher education information. Other databases provide job hunting information, describe the Telidon system, and offer learning units on varied topics, including astronomy, Blissymbols, microcomputers, energy, and sociology. Preliminary results indicate that the scope and variety of the databases are narrow and that only SGIS was extensively used. Text is overused, the graphics capabilities are not employed, and movement from page to page is slow. Continuing technical problems were evident. While the trial sponsors are providing initial financial support, post-trial costs may be prohibitive. It is recommended that a plan for better use of the SGIS database be developed to ensure appropriate follow-up. One YRBE school opted to discontinue Telidon use after the trial period. Appendices in-

clude trial costs and per-use costs and specific study data. (LMM)

ED 243 457 IR 011 072

Development Communication Report No. 45.
Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.

Pub Date—Mar 84

Note—17p.

Journal Cit.—Development Communication Report; n45 Mar 1984

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Developing Nations, Economic Development, *Educational Radio, Foreign Countries, Instructional Innovation, *Program Development, Publications, *Rural Development, *Technology Transfer, Teleconferencing, *Training, Workshops

Identifiers—Africa, Caribbean, Latin America, Lesotho, UNESCO

A variety of topics related to innovative uses of media in international development are addressed in this newsletter, which includes the following articles: "The Radio Mathematics Project: New Examples of Technology Transfer," by Klaus Galda; "An Overview and Guide: Planning Instructional Radio," by Maurice Imhoof; "Nyegzei School of Journalism Speakeheads Training of Development Communicators," by William M. F. Shija; "The School Classroom and the Radio Classroom," by Esta de Fossard; "Innovations in Education: Hand-Held Electronic Aids in Lesotho," by Stephen Anzalone; "Telecommunications Link Workshops in Africa, Asia, Latin America," "Radio Training: Who for What," by Michael Laffin; "The Idea of Visual Literacy," by George McBean; and "Perspectives on Communication Problems in the English-Speaking Caribbean," by B. A. Okwesia. In "On File at ERIC," Barbara Minor reviews five recent ERIC entries. Judy Brace reviews a UNESCO series in "Good Things from UNESCO," and four books on issues related to communications in international development are reviewed in "A Communicators Checklist." (LMM)

ED 243 458

IR 011 073

Willen, Birgitta

Distance Education at Swedish Universities. An Evaluation of the Experimental Programme and a Follow-up Study. Uppsala Studies in Education 16.

Uppsala Univ. (Sweden). Dept. of Education.

Report No.—ISBN-91-554-1228-9

Pub Date—81

Note—296p.; Revised edition of Ph.D. Dissertation, Uppsala University, Sweden. For related documents, see ED 240 996, ED 242 284, and IR 011 056.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Tests/Questionnaires (160)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Academic Achievement, *College Students, Correspondence Study, *Delivery Systems, Demonstration Programs, *Distance Education, Dropouts, Foreign Countries, Higher Education, Program Evaluation, Student Attitudes, Teacher Attitudes, *Universities

Identifiers—Sweden

An evaluation of experimental distance courses offered by Swedish universities beginning in the academic year 1974-75, this study gathered data through questionnaires and interviews with teachers and administrators responsible for the courses (N=120), as well as questionnaires distributed to students at the beginning of the first term and the end of the second term. These provided background data and information on the students' work situations, study motives, planned and actual amount of time for study, study breaks and other problems, use of special teaching aids, and attitudes toward different components of the teaching program. Main findings include a very high degree of satisfaction among the participants (N=797) and relatively high pass rates, even though the majority of the participants worked full time while they were taking courses. A follow-up study of the students (N=571), which was conducted five years after they started, indicates that the work situation is very stable for men, though women change work frequently; interest in continuing education remains very high, with 80% of the group involved in some other kind of studies during the 5-year period; and the group is very flexible in their choice of educa-

tional organization. A discussion of the decentralized Swedish model in relation to other systems and the international debate on distance education models concludes the report. A 17-page reference list including a number of sources in English as well as Swedish, data collection instruments, and a list of related reports are included. (Author/LMM)

ED 243 459

IR 011 077

Capriles, Oswaldo And Others

Socio-Economic Aspects of National Communication Systems: III. Radio Broadcasting in Venezuela. Communication and Society, 12.
Central Univ. of Caracas (Venezuela). Inst. of Communication Research.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—[80]

Note—114p.; Prepared by ININCO (Institute of Communication Research, Central University of Caracas). For related documents, see IR 011 061-062.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advertising, Change, Cultural Influences, Developing Nations, Financial Support, Foreign Countries, *National Programs, *Organization, Program Descriptions, *Programming (Broadcast), *Radio, *Socioeconomic Influences

Identifiers—Venezuela

The third in a series that examines the role of radio broadcasting in the process of socioeconomic and cultural change in three countries with different types of broadcasting organization—Austria, Czechoslovakia, and Venezuela—this volume focuses on Venezuela. An overview of radio broadcasting in Venezuela describes various aspects and provides a structural analysis of the system components, with particular reference to the organization of ownership and the use of assigned radio frequencies. A diachronic comparison of the evolution of radio broadcasting in Venezuela (1947/1980) is also provided. An economic analysis of Radio Rumbos/Rumbos Compania Anonima, one of the most important stations, considers the investments, expenditures, and income of the station, which is representative of the present situation of organic, functional, and financial concentration characterizing radio broadcasting in Venezuela. Based on a review of one week's broadcasts from Radio Rumbos, the concluding chapter discusses the contents and concomitant program organization of the radio broadcasting system, emphasizing the relationship between economic factors and station programming. (LMM)

ED 243 460

IR 011 083

Skall, M. Ed.

Guide to Software Conversion Management. [Final Report.]

CRC Systems, Inc., Fairfax, VA.

Spons Agency—National Bureau of Standards (NBS), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.—NBS-SP-500-105.

Pub Date—Oct 83

Grant—NB8056BCA0495

Note—235p.; Reports on Computer Science and Technology.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$6.50 per copy).

Pub Type—Guides - General (050) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Change, *Computer Software, *Cost Estimates, *Data Processing, Federal Government, Glossaries, Guidelines, Planning, *Program Administration, Program Costs, *Programming, Public Agencies

Identifiers—*Software Conversion

Based mainly on interviews conducted at 14 federal agencies that had completed or were involved in software conversion projects, this publication provides guidelines for the entire process of software conversion. This is defined as the transformation, without functional change, of computer programs or data elements to permit their use on a replacement or changed data processing or teleprocessing system or service. It is noted that a conversion involving non-code compatible machines is assumed since this situation produces the most problems. Following introductory information, six phases of the conversion life cycle are described: project initiation; the conversion requirements

phase where studies and analyses are conducted to identify agency requirements and cost considerations; the conversion planning phase; the conversion preparation phase; the actual conversion phase; and the post-conversion phase. The objectives, activities, and management considerations involved in each phase are outlined. Appendices include a 51-item bibliography; a list of 23 conversion directives, standards, and other references produced by the federal government; an extensive methodology for software conversion costing; 11 case studies of software conversion projects at federal agencies; and a 27-item glossary. (ESR)

ED 243 461

IR 011 085

Simple, Ed. Jr.

Garfield Computer Survey-1983.

James A. Garfield Local Board of Education, Garrettsville, Ohio.

Pub Date—83

Note—45p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Surveys, *Computer Assisted Instruction, *Computer Literacy, Elementary Secondary Education, Microcomputers, *Parent Attitudes, *Programming, Questionnaires, School Districts, Surveys

Identifiers—Home Computers

In November 1983, a questionnaire was mailed to 1,761 addresses in the J. A. Garfield school district to ascertain citizens' awareness of computers in schools and their support for school computer purchases and provision of instruction in computer programming. A total of 125 questionnaires were returned (a 7.09% response rate). Findings showed that 78% of the respondents had a child or children enrolled in the Garfield schools; 67% were aware that Garfield schools own computers for students to use in learning; 18% owned home computers; and 46% intended to purchase a computer for home use. Strong support for computers in schools was also found, with 89% of the respondents indicating that Garfield schools should use computers as an instructional tool, 95% indicating that Garfield students should be taught to use computers, and 86% indicating that Garfield students should be taught computer programming. Based on these responses, it was recommended that Garfield schools continue to provide computer experience for their students and that they make a broader effort to inform the public of computer uses in the curriculum. This publication presents survey methodology and results, a sample questionnaire, and a listing of comments received from respondents. (ESR)

ED 243 462

IR 011 086

Crawford, D. G. Crawford, G. C.

On-Line or Off-Line Courseware: The Weakest Link.

Pub Date—Oct 83

Note—9p.; Paper presented at the Canadian Symposium on Instructional Technology (4th, Winnipeg, Canada, October 19-21, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Authoring Aids (Programming), *Computer Assisted Instruction, Computer Software, *Educational Technology, Foreign Countries, *Instructional Design, *Instructional Development, Instructional Improvement, Learning Strategies, Problems

Identifiers—*Athabasca University AB, *Canada

While the improvement of authoring systems and the development of knowledge-based rather than frame-oriented computer assisted instruction (CAI) systems are useful, a significant part of the courseware development problem lies in the inability of teachers (subject matter experts) to prepare material that promotes effective, efficient learning. Only those visible instructional events exemplified by "offline" independent study packages and online CAI sequences are available for review and criticism; classroom-based instruction receives no similar scrutiny. The problem does not lie solely in the development of educational technology; rather it is much more generic, existing in all instructional environments. The solution lies in developing an increased understanding of learning strategies, algorithms, and heuristics with this task falling largely on instructional system developers, and more specifically on instructional designers. The paper includes a description of courseware production problems at Athabasca University, which is a Cana-

dian adult distance education institution, and recommendations for the development of a Canadian technology-based educational system. A summary of the paper in French is included. (Author/ESR)

ED 243 463 IR 011 087

Goguen, Joseph Linde, Charlotte

Optimal Structures for Multimedia Instruction.

Annual Technical Report.

SRI International, Menlo Park, Calif.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—SRI-ONR-TR-1-(4778)

Pub Date—Jan 84

Contract—N00014-82-K-0711

Note—79p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Communication Research, *Discourse Analysis, Educational Media, Educational Research, *Instructional Design, Learning Strategies, Learning Theories, *Multimedia Instruction, *Semiotics, *Structural Grammar, *Structural Linguistics, Two Year Colleges
A 2-year study of optimal structures for multimedia instruction is being conducted to provide experimentally validated guidelines for the design of computer-based instruction generation systems and for human instruction in a multimedia setting. In order to obtain for analysis a significant range of the possible discourse structures that occur in instruction, the project's first phase elicited explanations of a demonstration device from experienced community college engineering instructors. The outcome of this phase was a set of variables and a set of hypotheses about relationships among variables that lead to effective instruction. The project's second phase will test these hypotheses on groups of students. Four major results were achieved in the first phase: (1) the development of a framework for discussing optimal discourse structures and/or visual presentations in multimedia instruction, based on the notion of a mapping between semiotic systems; (2) the discovery that the command and control speech act chain is used in "hands-on" instruction; (3) the development of a rich set of experimental hypotheses; and (4) a demonstration of the viability of a methodology combining linguistic analysis with experimental research. This report describes the first year's work, with sections on discourse analysis, semiotics, other analytic concepts, and project variables and hypotheses. Also presented are appendices on project methodology and the grammar of the command and control speech act chain, a 34-item bibliography, and a report distribution list. (ESR)

ED 243 464 IR 011 088

Morrison, Harriet B.

Reviving the American Dream.

Pub Date—31 Jan 84

Note—15p; Paper prepared for the Annual Conference of the Association of Teacher Educators (New Orleans, LA, January 31, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Oriented Programs, Critical Thinking, *Democratic Values, *Educational Principles, Ethics, *Futures (of Society), *Individual Development, Interpersonal Competence, School Role

Identifiers—American Dream

American society and its educators are faced with many challenges, particularly from the growing use of computers, which lead to the question of whether the American dream of a viable democracy with an equal chance for all can be revived. The individual, community, thought, and morality provide four standpoints from which to consider technological and other challenges to society and its educational system. Individuals require some technological expertise to be productive members of modern society, but they must also be able to function in a social context. Education can emphasize intergroup experiences and maintain a balance between technique and humanistic understandings. The use of computers and the concept of not being used by them or their anonymous programmers could be educational themes. Democratic societies depend on the schools to prepare reflective, critically thinking individuals. The informed teacher provides the avenue toward thoughtful reflection and interaction far better than any computer. At its deepest level, the problem of reviving the American dream is a moral one. Schools should provide education for justice. Ethics

also play an important role in computer access and use. An 18-item bibliography is provided. (ESR)

ED 243 465 IR 011 089

Thomas, Everett L., Jr. Deem, Robert N.

Unified Database Development Program. Final Report.

Clemson Univ., S.C.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-83-52

Pub Date—Mar 84

Contract—F33615-79-C-0027

Note—129p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Aviation Technology, *Databases, Design Requirements, Information Storage, *Information Systems, *Online Systems, Program Descriptions, Program Development, *Record-keeping
Identifiers—*Aircraft Weapon Systems, *Design (Engineering)

The objective of the unified database (UDB) program was to develop an automated information system that would be useful in the design, development, testing, and support of new Air Force aircraft weapon systems. Primary emphasis was on the development of: (1) a historical logistics data repository system to provide convenient and timely access to relevant information about existing aircraft weapon systems; (2) a fully automated logistics support analysis record system that would satisfy current Air Force and Department of Defense requirements; and (3) an overall UDB system to function as a closed-loop system for use throughout the life of a weapon system. This report summarizes the accomplishments of the UDB program and major UDB system features and capabilities. Report sections describe project background; the UDB concept and objectives; the Automated Logistics Support Analysis Record (ALSAR) system, which has been fully developed and partially tested using HH-60 helicopter data; the current development status of the prototype Aircraft Characteristics Data File (ACDF), which will contain historical data on aircraft weapon systems; related studies of the Air Force Operational Test and Evaluation Center (AFOTEC) requirements for a new weapon system and of combat data sources; and conclusions and recommendations for future UDB development. A four-item bibliography, a list of abbreviations, and sample ALSAR data sheets and ACDF online data screens are also provided. (Author/ESR)

ED 243 466 IR 011 090

Murray, John P. Lonnberg, Barbara

Children and Television...A Primer for Parents

(Revised).

Boys Town, Neb.

Pub Date—[84]

Note—16p.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children, Guidelines, *Parent Influence, *Programming (Broadcast), Stereotypes, *Television Commercials, Television Research, *Television Viewing, Time Management, *Violence
Identifiers—*Reality

This booklet highlights the results of research findings on the impact of television on children and provides advice for parents on why and how they can exercise some moderating influence on television's impact. The issues covered include the effect of the amount of time children spend watching television, the impact on children of televised violence, the reality of life as it is portrayed on television and the effect of televised role stereotypes, and the impact on children of television commercials and advertising. It is suggested that parents manage at least somewhat the quantity and quality of television viewed by their children, that they occasionally watch along with the children and interpret television's antisocial and prosocial portrayals through comment and discussion, and that they express their likes and dislikes to television producers and broadcasters, either directly or through advocacy groups. Also provided are a list of 11 publications containing further information and listings of the names and addresses of television networks, regulatory government agencies, the broadcasting industry's trade organization, and educational organizations and consumer groups concerned with television programming or advertising. (ESR)

ED 243 467

Armstrong, J. D., Ed.

The Class of 1990: The Impact of Technological

and Social Change on Schools. Proceedings of

the Annual Conference of the Townsville Regional

Group (5th, Townsville, Queensland, Australia,

August 26-27, 1983).

Australian Coll. of Education, Carlton, Victoria.

Report No.—ISBN-0-9594043-2-5

Pub Date—Aug 83

Note—80p.

Available from—J. D. Armstrong, School of Education, James Cook University of North Queensland, Townsville, Queensland, Australia 4811 (\$6.00 per copy postpaid).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computers, Demography, *Educational Practices, Educational Research, Foreign Countries, *Futures (of Society), Parent School Relationship, School Community Relationship, *School Role, *Social Change, Student Development, Teacher Education, *Technological Advancement
Identifiers—*Australia

The five papers presented at this conference highlight the need for Australian education to take due account of recent social and technological changes and the need for society to exercise control over technology so as to ensure that it is used for the advantage of all people. Keynote speaker John Topple discusses trends in the composition of the student body (especially in higher education) and the workforce, and questions the appropriateness of existing educational structures, school curricula, and the professional preparation of teachers. John Fitzgerald discusses the wide range of differences in community attitudes toward education, and advocates more self-analysis and self-improvement by schools and increased community participation in education. Clive Hildebrand describes the increasing use of technology in developing countries, the concept of "technology banks" or accumulations of technical knowledge, and the role of education in helping Australia to upgrade its use of existing technology. Paul Lucas emphasizes the primary school teacher's need for curriculum design skills, continued professional development, and closer cooperation with parents, while Daryl Hanly highlights the pace of social change in secondary schools and advocates a thorough review of the purposes and aims of secondary schooling. Also included are reports of workshops on the classroom impact of computer technology, needs in teacher education, and education for leisure. (ESR)

ED 243 468 IR 011 092

Wisher, Robert A. O'Hara, John W.

Computer-Based Approach to the Navy's Academic Remedial Training, Project PREST: A

Cost-Effectiveness Evaluation.

Navy Personnel Research and Development Center,

San Diego, Calif.

Report No.—NPRDC-SR-81-18

Pub Date—May 81

Note—19p; Best copy available.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Computer Assisted Instruction, *Cost Effectiveness, Cost Estimates, Educational Research, *Enlisted Personnel, *Program Effectiveness, *Reading Skills, *Remedial Instruction, Study Skills
Identifiers—Navy, *Performance Related Enabling Skills Training Proj

Because the Navy may be forced to use larger numbers of marginally qualified recruits in the future and thus may have to expand its academic remedial training (ART) program, a study was conducted to compare the instructional and cost effectiveness of the standard classroom approach to ART with the use of a computer assisted instructional (CAI) system known as the Performance-related Enabling Skills Training (PREST) program. PREST, which focuses on improving functional reading and study skills, was used with a Control Data Corporation (CDC) PLATO computer system. A total of 152 recruits at Orlando, Florida, participated in the evaluation, with 75 receiving ART through classroom instruction and 77 through PREST. It was found that: (1) the two groups were equal in instructional benefits in terms of immediate

and prolonged improvement; (2) the PREST configuration was less cost effective than the classroom approach in 1980; and (3) if civilian instructors were used and computer usage charges declined by 5% per year, PREST would become cost effective in Orlando in the late 1980's. It is recommended that the PREST program not be substituted for the current ART classroom approach, but that consideration be given to replacing the vocabulary and comprehension ART modules with a computer-based system using low-cost stand-alone microcomputers as the delivery devices. These and other recommendations, study methodology and results, and a 20-item bibliography are included. (ESR)

ED 243 469

IR 011 093

Gander, Sharon L.

Educational Management through Microcomputer Software.

Pub Date—22 Jan 84

Note—11p.; Figures 2-5 may not reproduce well.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Check Lists, *Computer Literacy, *Computer Oriented Programs, *Computer Software, Educational Administration, Government Employees, *Individualized Instruction, Microcomputers, Money Management, *On the Job Training, Program Effectiveness, Public Administration, *State Agencies, Tables (Data), Word Processing

Identifiers—Data Management, *Minnesota

In order to determine whether business software packages (word processing, financial management, data management, graphics, statistical, or multifunctional integrated software packages with business applications) are effective tools for public service professionals (educators and government workers) when applied directly to individuals' daily information needs, a Prismatic Training Model was designed for teaching computer literacy and software use to adults with limited science-math training in the Minnesota Department of Public Welfare. The model assisted each individual learner in the completion of tutorials available in software manuals for one software package of the learner's choice, and also in the development of a small computerized project directly applicable to the individual's job. It was found that the training provided improved quality of work for each individual, individual time savings, increased individual self-esteem, improved peer status, increased job satisfaction, and increased departmental involvement in computerization, which resulted in increased productivity. This paper briefly describes the project and presents a list of software applications developed by the novice computer users, sample products of these applications, and a list of possible business software applications for educational management. (ESR)

ED 243 470

IR 011 095

Imhof, Maurice And Others

English by Radio: Implications for Non-Formal Language Education. Occasional Paper #12.

Academy for Educational Development, Inc., Washington, D.C. Information Center on Instructional Technology; Michigan State Univ., East Lansing. Non-Formal Education Information Center.

Spons Agency—Agency for International Development (IDCA), Washington, D.C. Bureau for Development Support.

Pub Date—84

Contract—AID/DSPE-C-0051; DSPE-C-0046

Note—49p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Developing Nations, *Educational Radio, *English (Second Language), *Nontraditional Education, Primary Education, Program Descriptions, Program Effectiveness, Rural Schools, *Second Language Instruction

Identifiers—*Kenya, *Radio Language Arts Project (Kenya)

A 5-year research and development program, known as the Radio Language Arts Project (RLAP), was conducted in Kenya to develop, implement, and test the effectiveness of an instructional system that uses radio to teach English as a foreign language in the first three grades of primary school. The initial project year was spent in establishing and field testing the RLAP program. Beginning in 1982, daily 30-minute English lessons were broadcast to grade 1 students in 31 project schools located in 7 districts. Grade 2 lessons were broadcast to the same group of children in 1983, and grade 3 lessons in

1984. Radio was the major medium of instruction, but teachers had an important role during the broadcasts, as well as in pre- and post-broadcast activities. Based on initial results from a standard achievement test and on results from a questionnaire distributed to teachers and headmasters after the first year of broadcasting, it was found that students showed substantial achievement gains and that the program was very well received by school personnel. This publication discusses the use of instructional radio in various Third World countries; it also describes radio's effectiveness in classroom language teaching, using RLAP as a case study, and suggests implications of the RLAP instructional radio methodology for nonformal language education. An 11-item bibliography and background information on the authors are provided. (ESR)

ED 243 471

IR 011 096

Martin, Roger J. Osborne, Wilma M.

Guidance on Software Maintenance. Final Report.

Reports on Computer Science and Technology.

National Bureau of Standards (DOC), Washington,

D.C. Inst. for Computer Sciences and Technology.

Report No.—NBS-SP-500-106

Pub Date—Dec 83

Note—78p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Administrative Problems, *Change Strategies, *Computer Software, Decision Making, Guidelines, Information Systems, Policy Formation, Program Administration, *Program Improvement, *Programming

Identifiers—*Management Control, *Software Maintenance

Based on informal discussions with personnel at selected federal agencies and private sector organizations and on additional research, this publication addresses issues and problems of software maintenance and suggests actions and procedures which can help software maintenance organizations meet the growing demands of maintaining existing systems. Software maintenance is defined as the performance of perfective, adaptive, and corrective maintenance activities required to keep a software system operational and responsive after it is accepted and placed into production. The software maintenance process and the qualities of an ideal maintainer are briefly outlined. Also discussed are factors to be weighed when deciding on system maintenance or redesign, control of software changes, and the improvement of software maintenance as a result of the policies, standards, procedures, and techniques instituted and enforced by management. Software maintenance tools, or computer programs that can be useful in maintaining other computer programs and their documentation, are described. In a final section on management, emphasis is placed on the need for strong, effective technical management control of the software maintenance process. An 80-item bibliography and examples of software maintenance definitions found in other publications are provided. (Author/ESR)

ED 243 472

IR 011 097

Montague, William E. Wulfeck, Wallace H. II

Improving the Quality of Navy Training: The Role of R&D in Support of Instructional Systems Design. Final Report.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-DR-82-19

Pub Date—Mar 82

Note—25p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Oriented Programs, Guidelines, *Instructional Design, *Instructional Development, *Military Training, *Models, Policy Formation, Postsecondary Education, Problems, *Program Effectiveness, Program Evaluation

Identifiers—*Instructional Systems Development Model, *Navy

This report reviews the background of the Instructional Systems Design (ISD) model (used to develop training for Naval personnel), identifies problems in the ISD process and in its management and implementation, and recommends methods of ISD improvement. The ISD model is described as a process originally developed to remind instructional

development experts about steps needed to produce quality instruction, but subsequently implemented to help content specialists (who are relatively inexperienced in instructional design and development) build instruction. It is noted that ISD methods as used by nonexperts are not successful because they lack detailed procedural guidance. Instructional engineering and management problems in implementing ISD are outlined and three alternative solutions to these problems are considered and rejected. Several recent research efforts are then summarized, including the instructional quality inventory (IQI), which provides quality assurance methods for the ISD; the development of guidelines for building more relevant criterion-referenced tests; and the initial development of computer assisted training development. It is recommended that the Naval Education and Training Command (NAVEDTRACOM) develop: (1) systematic methods for monitoring ISD implementation and the performance of ISD practitioners and managers; (2) training and professional development programs for these persons; and (3) automated aids for ISD. A 36-item bibliography and a report distribution list are provided. (Author/ESR)

ED 243 473

IR 011 098

Hayes, Jeanne

Microcomputer Data.

Quality Education Data, Inc., Denver, CO.

Pub Date—Jan 84

Note—57p.; Paper presented to the National Audio Visual Association Council (Dallas, TX, January 1984).

Pub Type—Numerical/Quantitative Data (110) — Speeches/Meeting Papers (150) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Computer Software, Educational Trends, Elementary Secondary Education, *Institutional Characteristics, *Microcomputers, National Surveys, *Public Schools, *School Districts, *School Statistics, Trend Analysis, Video Equipment

Identifiers—*Brand Name Products, States (Geopolitical Regions)

Based on published statistics and on information collected by Quality Education Data (QED) during telephone calls to every United States school district in 1981-82, 1982-83, and 1983-84 (including all intermediate units and subdistricts of large school districts), this publication presents in tabular form information on the size of the microcomputer marketplace and the types of organizations involved in it; availability of software by microcomputer brand name; the number of publishers producing software for the home; bestseller home education software packages; types of data collected by QED; growth patterns in school ownership of microcomputers; microcomputer brands owned by schools; shifts in brand ownership; the effect of student enrollment, relative community wealth/poverty, instructional dollars per pupil, type of school (urban, suburban, and rural), percentage of minority students, and level of school (elementary, junior, and senior high) on level of school district and/or school ownership of microcomputers; the expansion of microcomputer use in elementary schools; the effect of school enrollment versus expenditure on presence of microcomputers; which brand owners are more likely to purchase software; the centralization of software coordination in school districts; units of microcomputer brands owned by schools; the number of schools who have enough micros to support networking; characteristics of the top 50 districts in terms of microcomputers per school; the number of students per microcomputer and number of microcomputer units by state; spending of Education Consolidation and Improvement Act (ECIA) Chapter 2 federal funds; and use of video for instruction in schools. (ESR)

ED 243 474

IR 011 100

Brown, Geraldine E. Clark, Brenda

Prescription for Computing Success: Knowledge and Self-Awareness.

Pub Date—[84]

Note—43p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Check Lists, Computer Assisted Instruction, *Computer Literacy, Computer Managed Instruction, Computers, Computer Software, *Decision Making, Disabilities, Educational Administration, *Independent Study, Problems, *Programming, Self Evaluation (Individuals), *Skill

Development, *Special Education Teachers, Telecommunications

Intended for use by educators of handicapped individuals, this publication uses the form of an allegory to describe the process of learning to use computers, and provides guidelines for novices who want to utilize computers in the classroom. The need for self-awareness, initial planning, and acquisition of basic knowledge about computers is emphasized, and information is provided on user problems, educational software, programing, the process of teaching students to use computers, computerized instructional management, administrative use of computers, and use of telecommunications technology to link computers. For each topic covered, a definition, state-of-the-art information, and a list of problems—based in some cases on surveys of special educators—are presented. Also provided are descriptions of a visit to a computer store and a computer literature reading program, as well as information on the decision making process involved in the search for a suitable course on computer terminology and programing. A list of the personal and situational assessment factors involved in this decision making process and a sample chart illustrating rating of the important factors are presented. A 29-item bibliography is included. (ESR)

ED 243 475 IR 011 101

Moraby, Deborah, Ed.

CPE-A New Perspective: The Impact of the Technology Revolution. Proceedings of the Computer Performance Evaluation Users Group Meeting (19th, San Francisco, California, October 25-28, 1983). Final Report. Reports on Computer Science and Technology.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.—NBS-SP-500-104

Pub Date—Oct 83

Note—239p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$6.50).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Computers, *Computer Software, Cost Estimates, *Data Processing, *Evaluation, Federal Government, Information Centers, Information Networks, *Microcomputers, Models, *Performance, Program Administration, Program Improvement, Quality Control, Statistical Analysis, Telecommunications

Identifiers—*Computer Performance Evaluation, Office Automation, Packet Switched Networks, Software Maintenance, *Users

Papers on local area networks (LANs), modelling techniques, software improvement, capacity planning, software engineering, microcomputers and end user computing, cost accounting and chargeback, configuration and performance management, and benchmarking presented at this conference include: (1) "Theoretical Performance Analysis of Virtual Circuit LAN Sliding Window Flow Control," by E. Arthurs and others; (2) "Modelling and Monitoring a LAN, One Experience," by W. Bruce Watson; (3) "Queue Length Characteristics at Very Fast, Constant Service Time Merger Nodes," by Chaim Ziegler; (4) "The Application of Multivariate Statistical Techniques to Computer Performance Evaluation Using Simulated Data," by Thomas C. Hartum; (5) "Improving the Accuracy of a Working-Set-Oriented Generative Model of Program Behavior," by Domenico Ferrari and Tzong-yu Paul Lee; (6) "Software Improvement Program," by Opal R. Stroup; (7) "Software Improvement Program (SIP): A Treatment for Software Senility," by Carol A. Houtz; (8) "Software Improvement through Automated Normalization," by Michael G. Walker; (9) "Algebraic Models for CPU (Central Processing Unit) Sizing," by Robert A. Orchard; (10) "Establishing a Software Engineering Technology (SET)," by L. Arnold Johnson and William R. Milligan; (11) "Characteristics of Software Development Team Structures and Their Impact on Software Development," by Anneliese von Mayrhauser; (12) "Information Centers: The User's Answer to the Computer Room," by Esther P. Georgatos; (13) "An Organization Model and Case Study for Microcomputer CPE (Computer Performance Evaluation)," by Malcolm Carzpell; (14) "Data Processing User Service-A Problem; A Proposed Solution," by Thomas H. Acklen; (15) "Standard Costing for ADP (Automatic Data Pro-

cessing) Services," by David R. Vincent; (16) "Automating Configuration Management," by Enrique G. DeJesus and Craig J. Riesberg; (17) "The Terminal Probe Method Revisited: Some Statistical Considerations," by Luis Felipe Cabrera; (18) "Some Elements of Software Function and Cost Analysis as Related to Performance," by John E. Gaffney, Jr.; and (19) "Benchmark and Conversion Tool: Test Data Reduction Program," by Frances A. Kazlauskis. Also presented are session overviews which provide information on additional papers not presented here; these include overviews of the management of end-user computing by Thomas N. Pyke, Jr., micros and the new CPE environment by Dennis M. Gilbert, and federal microcomputer activities by Allen L. Hankinson. (ESR)

ED 243 476 IR 011 102

Wetzel, Sandra K. And Others

The Status of Authoring Aids for Instructional Systems Development: An Analysis of Needs and Availability. Final Report.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-SR-82-37

Pub Date—Aug 82

Note—25p.

Pub Type—Non-Print Media (100) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Authoring Aids (Programming), Computer Oriented Programs, Educational Technology, Flow Charts, Guidelines, Institutional Cooperation, *Instructional Development, Instructional Materials, *Material Development, *Military Training, *Models, Postsecondary Education, *Program Effectiveness, Program Evaluation

Identifiers—*Instructional Systems Development Model, Navy

Surveys and follow-up interviews were conducted in 1978 and 1980 respectively at the Navy's Instructional Program Development Centers to determine the need for the development or modification of authoring aids (manuals containing detailed procedural guidelines) to support designers/developers in producing high quality, usable instructional materials. In addition, tri-service availability and utilization of authoring aids were assessed. Results indicated that instructional strategy selection, terminal/enabler objective writing, and test construction needed support. The tri-service assessment showed that existing aids and those under development would require major modifications to meet Navy requirements. It was recommended that: (1) designers/developers be encouraged to take courses/workshops in instructional technology; (2) coordination be maintained with appropriate tri-service agencies for interservice exchange, and (3) existing authoring aids, such as the Instructional Quality Inventory (IQI) and the Author Training Course, be modified if necessary and placed online as computer-based aids. A 24-item bibliography, a flow chart outlining Instructional Systems Development (ISD) design and development tasks, and a report distribution list are provided. (Author/ESR)

ED 243 477 IR 050 701

Council on Library Resources, Inc. Twenty-Seventh Annual Report/1983.

Council on Library Resources, Inc., Washington, D.C.

Pub Date—83

Note—68p.; For related document, see ED 232 675.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annual Reports, Budgets, Databases, Financial Support, International Programs, Librarians, *Library Associations, Library Catalogs, *Library Cooperation, Library Education, *Library Materials, *Library Services, Online Systems, Preservation, Publications, Standards, Training

Identifiers—Bibliographic Services, Sponsored Research

This report describes the activities of the Council on Library Resources, Inc. (CLR) during the 1982-83 fiscal year. Contents include lists of members of the Council, the Council Board of Directors, and the Council staff; a listing of CLR committee members and officers; a preface; a brief statement of highlights of the year's activities and future directions for CLR; and sections devoted to activities in six specific program areas: (1) bibliographic services; (2) professional education, training, and re-

search; (3) library management and services; (4) library resources and their preservation; (5) information technology and information delivery services; and (6) international standardization, exchange, and cooperation. Also included are a list of CLR program committees, task forces, and project participants; a listing of publications resulting from Council-supported programs and fellowships; financial information on CLR-support projects; the CLR financial statements for fiscal year 1983, accompanied by a statement from an independent accountant; a summary of CLR grant application procedures; and an index. (ESR)

ED 243 478 IR 050 703

Cassell, Marianne K.

Adult Programming: Ideas and Resources for Vermont Public Librarians.

Vermont State Dept. of Libraries, Montpelier.

Pub Date—Nov 83

Note—87p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Programs, *Library Extension, *Library Services, *Program Development, Program Evaluation, Program Implementation, *Public Libraries

Identifiers—Vermont

This manual offers guidelines for developing adult programming in Vermont public libraries as a means of bringing many people together to exchange ideas, knowledge, backgrounds, and experiences. Sections cover reasons for providing adult programming; the need for well-chosen and organized book collections; the persons who should be responsible for adult programming; finding out what types of adult programming will work in individual communities; types of groups and individuals who can help with adult programming; finding the space, time, extra money, and equipment for adult programming; publicity; a sample program timetable; types of programs including "how-to-do-it," book discussions, film programs, displays, and series of presentations or discussions; other possible adult programming ideas; program evaluation; and ideas for coping when things go wrong. Also provided are a 35-item bibliography and a resource directory listing 122 Vermont organizations that may help in the planning and execution of programs. (ESR)

ED 243 479 IR 050 704

Dugan, Robert

Automated Resource Sharing in Massachusetts: A Plan.

Massachusetts Board of Library Commissioners, Boston.

Pub Date—Sep 83

Note—138p.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Databases, Guidelines, Information Needs, Interlibrary Loans, Library Catalogs, Library Circulation, *Library Networks, Objectives, *Online Systems, Program Design, *Shared Services, *State Programs, Statewide Planning

Identifiers—Machine Readable Data, *Massachusetts, *Multitype Library Networks, Resource Sharing

This report presents a conceptual framework for developing a multitype resource sharing library network utilizing automated technologies in Massachusetts. Sections describe the need for a resource sharing network plan; past planning efforts; current library automation and cooperative activities; goals and objectives related to meeting the information needs of Massachusetts residents; user and library needs; activities and advantages of resource sharing networks; barriers to networking; automated networking; the mission statement for developing automated library networking in Massachusetts; principles which should be employed in designing the resource sharing network; the designated structure of the network; activities relating to the resource sharing mission statement; adherence to standards; network funding and governance; legislation needed to facilitate resource sharing in Massachusetts; the role of the Massachusetts Board of Library Commissioners in an automated resource sharing network; the need for and methods of bibliographic record conversion to machine readable form; making the public aware of the network; and network evaluation. Also presented are 10 recommendations for establishing an automated resource sharing network, a 106-item bibliography, a position paper by Roland R. Piggford, and a policy report on

resource sharing among libraries within the Massachusetts higher education system. (ESR)

ED 243 480 IR 050 705

Mihram, Danielle

A Bird's-Eye View of the Present Role of Libraries and University Presses in the Dissemination of Modern Language Studies.

Pub Date—29 Dec 83

Note—12p; Paper presented at the Centennial Meeting of the Modern Languages Association (New York, NY, December 29, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Information Dissemination, Information Science, Information Storage, Library Role, *Library Services, Online Systems, *Publishing Industry, *Technological Advancement
Identifiers—*University Presses

This overview presents a list of topics and questions concerned with the utilization of new methods of information storage and dissemination by libraries and university presses, a list of considerations related to the functions and goals of these institutions, and technological considerations for publishers in the areas of electronic publishing and microform and videotext publishing formats. Library concerns related to online storage and retrieval of machine readable information are discussed, including the growth of textual and bibliographic databases and the use of computer conferencing and teleconferencing. It is noted that scholars in the fields of modern languages and literatures need to be educated in the use of new information technology. Questions related to the editorial/publishing policies and budgeting practices of university presses are outlined, as are topics related to library acquisition, collection development, and such library services as shared cataloging, communication via electronic messages, interlibrary lending, online searching, and bibliographic instruction. A 29-item bibliography is provided. (ESR)

ED 243 481 IR 050 706

Kriz, Harry M.

Library Management Implications of Journal Citation Patterns in Engineering Doctoral Dissertations.

Pub Date—7 Apr 84

Note—50p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Citations (References), *College Libraries, Decision Making, *Doctoral Dissertations, *Engineering, Higher Education, Library Acquisition, Library Collections, Masters Theses, *Periodicals

Identifiers—*Citation Analysis, *West Virginia University

In order to facilitate library collection management at West Virginia University (WVU), information was collected on the journals cited in the 87 doctoral dissertations written by students in the WVU College of Engineering during a 7-year period ending in 1978. This analysis followed a similar citation study of WVU engineering master's theses accepted in 1971-1974, which had led to a significant reduction in expenditures for engineering subscriptions. It was found that citation patterns in the doctoral and master's theses were similar; WVU doctoral engineering students cited journals in only 43% of their references; a core of 51 of the 585 journals cited accounted for one-half of the journal citations; 81% of the cited journals were cited by authors from only a single engineering department; and the citation of non-engineering journals by engineers was not extensive. Results are discussed in terms of specific collection management decisions at WVU. It is noted that WVU funding for engineering journals far exceeds the amounts needed to purchase the core journals and that choosing among the other marginal use journals remains a matter of judgment on the part of librarians and faculty. A 35-item bibliography and tables listing study results are provided. (ESR)

ED 243 482 IR 050 707

OMS Annual Report, 1983.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

Pub Date—83

Note—61p; For related document, see ED 233 738.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Libraries, Annual Reports, Consultants, *Information Dissemination, Information Processing, Inservice Education, Library Acquisition, *Library Administration, *Library Associations, Library Collections, Library Services, *Management Development, Program Implementation, *Research Libraries, Staff Development

Identifiers—*Association of Research Libraries

This report describes 1983 Office of Management Studies (OMS) programs and services, including: (1) the Academic Library Program (ALP), which covered the Public Services Project, the Collection Analysis Project (CAP), the Small College Collection Assessment Project, the Preservation Planning Program, the Organizational Screening Program, the Academic Library Development Program (ALDP), the Management Review and Analysis Program (MRAP), and the Planning Program for Small Academic Libraries (PPSAL); (2) the Academic Library Consultant Training Program; (3) the Information Exchange and Publications Program, which included the Systems and Procedures Exchange Center (SPEC); (4) the Organizational Training and Staff Development Program, which provided management skills institutes, special focus workshops, and the Management Training Film Program; and (5) applied research and development services for member libraries of the Association of Research Libraries (ARL), including the Collaborative Research/Writing Program, the National Collections Inventory Project, and public services research and other projects. Also described are OMS objectives and directions over the past 13 years, highlights of 1983 activities, and OMS priorities for 1984. Appendices include a bibliography of OMS publications in 1983, a brief financial report, a directory of OMS advisory committees, a list of OMS consultant trainees and their project assignments as of the end of 1983, and a listing of the OMS staff. (ESR)

ED 243 483 IR 050 709

Welch, Jeanie M.

A Survey of Online Bibliographic Searching in the Reference Department of a Medium-Sized University Library.

Pub Date—Apr 84

Note—24p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Libraries, Costs, Databases, Graphs, Higher Education, *Information Retrieval, Library Equipment, *Library Services, *Online Systems, Publicity, Questionnaires, *Recordkeeping, Records (Forms), Surveys, User Satisfaction (Information)

Identifiers—*Lamar University TX, Library Procedures

This paper describes the development of online bibliographic searching at Lamar University, a state-supported university in Beaumont, Texas, and the results of a 1983 users' survey evaluating satisfaction with online searching services. Online searching is defined and its advantages and disadvantages are briefly outlined. The equipment used in searching, the training of searchers, administrative procedures, charging practices, and publicity provided for online searching services are described. Two major findings of a survey of 33 users of online services (with a response rate of 67%) are reported: most searches were done in the areas of business, education, science, and technology; and many users stated that less than 50% of the citations generated were useful in their particular research. Recommendations for improving the service focus on equipment, facilities, statistical recordkeeping, continued user evaluation, and revisions of the library's procedures manual. Appendices provide data on the number of searches conducted, the most frequently searched databases, and average search costs by database. A sample search request form, promotional material on online searching, a sample user questionnaire, and a sample statistical recordkeeping form are also provided. (ESR)

ED 243 484 IR 050 710

Vermont Copicat. Cooperation Catalog.

Vermont State Dept. of Libraries, Montpelier.

Pub Date—[82]

Note—61p; Prepared by the Vermont Board of Libraries Task Force on Cooperation Involving Public Libraries.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cooperative Programs, Guidelines, Interlibrary Loans, *Library Cooperation, Library Materials, *Library Networks, Library Services, *Public Libraries, *Shared Services, State Agencies

Identifiers—*Resource Sharing, *Vermont

This catalog provides ideas for sharing library resources, programs, administrative and other procedures, and services between all sizes of public libraries in Vermont. It is noted that many of the ideas are the result of a 1981 survey of Vermont public librarians, and their perceptions of library needs and additional desired services, as determined by the survey, are briefly outlined. Also included are a description of cooperative efforts organized by the Vermont Department of Libraries (DOL), an outline of suggested first steps in library cooperation, an overview of semi-formal and formal cooperative arrangements, a listing of the advantages and disadvantages of library cooperation, and a brief discussion of essential ingredients for successful cooperation—effective people, effective use of geography, and effective self-appraisal. Appendices include a chart outlining types of materials and services that can be borrowed from seven types of libraries; information on the members, history, operations, problems, and successes of existing library cooperatives in Vermont; a map showing Vermont's public and community libraries; and a questionnaire which can be used to send additional information on library cooperative activities to the DOL. An index to the cooperative ideas presented is provided. (ESR)

ED 243 485 IR 050 711

Collection Development Policies. College Library Information Packets. CLIP Note #2-81.

Association of Coll. and Research Libraries, Chicago, Ill.

Pub Date—81

Note—137p.

Available from—Association of College and Research Libraries, 50 E. Huron Street, Chicago, IL 60611.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Libraries, *Guidelines, Higher Education, *Library Acquisition, Library Collections, Library Materials, Nonprint Media, Organizational Objectives, *Policy Formation, *Position Papers

Identifiers—User Needs

This publication presents college library collection development policies and policy excerpts, selected on the basis of their compatibility with a 1979 set of guidelines for the formulation of collection development policies prepared by the American Library Association (ALA). The guidelines themselves are also presented. It is noted that none of the policies selected entirely follow the format and terminology suggested by the guidelines. The five complete policies presented are from: (1) the University of Wisconsin, Green Bay, which makes use of collection level codes and Library of Congress subject subdivisions to analyze collection development policy for subject fields; (2) Alverno College (Wisconsin), which provides detailed criteria for selection of nonprint materials and an index; (3) California State College (Pennsylvania), which includes most of the points suggested for an analysis of general institutional objectives; and (4/5) California State University at Northridge and the State University of New York (SUNY) at New Paltz, which were chosen because of their attention to selection priorities based on specific institutional needs. A number of recent partial policies from Hampden-Sydney College (Virginia), St. Olaf College (Minnesota), and Middlebury College (Vermont) are also included. An evaluation form for this publication is provided. (Author/ESR)

ED 243 486 IR 050 712

Thompson, Anthony H.

Guide to the Production and Use of Audio-Visual Aids in Library and Information Science Teaching.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-83/WS/17

Pub Date—83

Note—133p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available

able from EDRS.

Descriptors—*Audiovisual Aids, Developing Nations, Equipment Maintenance, Guidelines, *Instructional Materials, *Library Education, *Material Development, Postsecondary Education, Storage, Tape Recordings, Transparencies. Designed particularly for use in developing countries, this guide provides information to help teachers of librarianship and information science make their own simple and effective audiovisual (AV) materials. It is noted that all illustrations in the guide may be duplicated or adapted as desired. Sections cover: (1) the advantages of using AV teaching materials; (2) the types of staff-developed and externally produced AV materials used; (3) the use of AV materials in selected areas of library/information science teaching, including bibliography, management, children's librarianship, international and comparative librarianship, information technology, and information retrieval; (4) studying the target audience; (5) choosing the correct format; (6) planning the AV materials; (7) overhead transparency production; (8) slide production; (9) preparation and storage of talk-over slide sequences; (10) sound recording; (11) preparation and storage of tape/slide programs; (12) video production and storage; (13) adaptation of AV materials and programs produced by other teachers and those commercially produced; (14) presentation of AV materials; and (15) basic maintenance of projectors, audio equipment, and video equipment. A final section discusses the promotion of AV material development by teachers of library/information science in developing countries. A list of equipment requirements for library/information science training institutions is provided. (ESR)

ED 243 487 IR 050 713

Idea Exchange: Suggestions to Help Librarians Celebrate the Bicentennial of the Board of Regents of the University of the State of New York.

New York State Library, Albany.

Report No.—NYSED-83-8027

Pub Date—Feb 84

Note—31p.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Exhibits, Guidelines, *Libraries, *Library Extension, Program Development, Public Education, *Publicity, Public Relations, *State Boards of Education, *State Programs

Identifiers—*Commemorative Events, *New York. Suggestions are presented to help public, school, academic, and special libraries celebrate the 200th anniversary of the founding of New York's educational system, known as the University of the State of New York, and its Board of Regents. The University of the State of New York was founded in 1784 by the state legislature; it embraces all education in New York state from kindergarten through graduate and professional school and includes libraries, museums, and other institutions involved in education in its broadest sense. Samples of a commemorative proclamation, a press release, and various media promotion spots are provided. Also presented are ideas for organizing library open house activities; planning a program entitled "The Region Meets the Regent" to commemorate the official launching of the library celebration in April 1984; organizing a local tour of library surroundings; preparing historical exhibitions; presenting a skit about the Regents and Regents Competency Tests; preparing a commemorative calendar and a bicentennial mobile; developing displays and exhibits inside and outside the library; and sponsoring a trivia contest on the history of education and libraries in New York State. A sample commemorative bookmark and a form for reporting library activities to the New York Library Association (NYLA) Regents Bicentennial Committee are provided. (ESR)

ED 243 488 IR 050 714

Carlson, David, Comp. Morein, P. Grady, Comp. Online Bibliographic Database Searching in College Libraries. CLIP Note #4-83.

Association of Coll. and Research Libraries, Chicago, Ill.

Report No.—ISBN-0-8389-6624-1

Pub Date—83

Note—143p.; A project of the College Library Information Packet (CLIP) Note program.

Available from—Association of College and Research Libraries, 50 East Huron Street, Chicago, IL 60611.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Libraries, Fees, Higher Education, *Information Retrieval, *Library Services, Library Surveys, *Online Systems, *Position Papers, *Publicity, Questionnaires, Recordkeeping, *Records (Forms), Small Colleges, User Satisfaction (Information)

Identifiers—Library Statistics

In order to collect information on online bibliographic searching activities in smaller academic libraries, a survey was conducted in December 1982 of 252 college and university libraries located in public and private institutions with enrollments of between 1,000 and 5,000 students. An 88.5% response rate was achieved. It was found that 65% of the respondents offered online search services; fewer than half of the librarians in each institution were involved in online searching; 73% of the libraries providing online services charged or planned to charge faculty and students for these services; DIALOG was by far the most frequently used vendor; the average direct cost per search varied widely; and the connect time for most libraries (74%) averaged less than 15 minutes. This publication briefly outlines the survey methodology and findings; a sample questionnaire with responses noted is provided. Also presented are copies of online searching policy statements, promotional items, search request forms, transaction log forms, billing forms, evaluation forms, and statistical report forms from over 50 institutions. (Author/ESR)

ED 243 489 IR 050 715

Brooks, Terrence A. Forsy, John W., Jr.

Predicting Academic Library Circulations: A Forecasting Methods Competition.

Spons. Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date—1 May 84

Note—115p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Libraries, Goodness of Fit, Higher Education, *Library Circulation, Mathematical Models, *Prediction, *Predictive Measurement, *Statistical Data

Identifiers—*Library Statistics, Linear Trends, *Smoothing Methods

Based on sample data representing five years of monthly circulation totals from 50 academic libraries in Illinois, Iowa, Michigan, Minnesota, Missouri, and Ohio, a study was conducted to determine the most efficient smoothing forecasting methods for academic libraries. Smoothing forecasting methods were chosen because they have been characterized as easy to use and fairly accurate. It was found that smoothing forecasting methods worked very poorly on monthly library data due to the seasonality present in monthly library circulation totals. The only method recommended for use with monthly data was Winters' Linear and Seasonal Exponential Smoothing method, which has a specific seasonal component. Much greater success was achieved by using smoothing forecasting methods with yearly-lagged data, for example, using the circulation totals of past Januarys to predict the total of a future January. The One-Month Single Moving Average was found to be the most efficient smoothing method for forecasting future monthly circulation totals on yearly-lagged data with little or no trend, while Brown's One-Parameter Linear Exponential method (with alpha set at 0.5) was recommended for use in trending yearly-lagged data. These methods ranked first and second respectively in minimizing both the mean percentage forecasting error and standard deviation of forecasting errors. A 27-item bibliography and plots showing the circulation data from the 50 libraries are included. (ESR)

ED 243 490 IR 050 716

Reference Books in Special Media. Reference Circular No. 82-4.

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

Pub Date—Sep 82

Note—78p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Audio Disc Recordings, *Audiotape Cassettes, *Braille, *Large Type Materials, Lib-

eral Arts, *Reference Materials, Visual Impairments

Identifiers—National Library Service for the Blind

Based on information contained in producers' catalogs and on responses to a survey conducted by the Reference Section of the Library of Congress National Library Service (NLS) for the Blind and Physically Handicapped, this publication lists reference materials produced in braille or in large type, and sound recordings of reference works available on cassette or disc. Subjects and types of publications covered include: business management; dictionaries and thesauri; encyclopedias; the grammar, style, and use of the English language; English-language literature; foreign language works; geography and maps; history; law and politics; mathematics; medicine; music and fine arts; personal and self-help; psychology and psychiatry; radio and television; religion and philosophy; pure and applied science; social sciences; and study guides to standard tests. For each entry, bibliographic information is given for the print edition, followed by pertinent information about the special format edition. It is noted that books for which "NLS" is listed as the source may be borrowed on free loan by qualified residents of the United States and American citizens living abroad. Also provided are a list of addresses of all the sources cited with information on general purchase, loan, or exchange arrangements used by these sources, and a title index to the reference works included. (Author/ESR)

ED 243 491 IR 050 717

Weil, Martha A.

Preparing a Book Review: A Research Guide; Preparing a Term Project: A Research Guide; Preparing a Written or Oral Presentation: A Research Guide.

Pub Date—Mar 83

Note—20p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Book Reviews, Card Catalogs, College Libraries, Higher Education, *Information Seeking, Library Guides, *Library Instruction, *Library Skills, *Reference Materials, Research Skills, *Student Research

These three research guides present guidelines and sample exercises to help students at Washburn University of Topeka in Kansas use the library in preparing a book review, a term project, and a written or oral presentation. The guide on book reviews provides suggestions and exercises for choosing a book and finding information on the book, its author, and its subject matter. The use of "Book Review Digest," "Book Review Index," and other reference sources is described. Included in the guide on term projects are general suggestions for developing library research strategies and compiling a working bibliography for the project, exercises that can form part of the library research for a term paper, information about interlibrary loan and computer searching services, and a list of seven books that give detailed guidance for preparing term papers. The guide on written or oral presentations covers the location of background information in encyclopedias, current awareness loose-leaf services, and the library pamphlet file; the location of periodical articles by means of indexes and abstracts; and the location of books by use of the card catalog. Exercises are provided for each type of search. (ESR)

ED 243 492 IR 050 718

Veaner, Allen B.

The Assistant/Associate Director Position in ARL.

Libraries. SPEC Kit 103.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

Pub Date—Apr 84

Note—120p.

Available from—Systems and Procedures Exchange Center, Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., N.W., Washington, DC 20036 (\$15.00 per copy prepaid for non-members; \$7.50 per copy for members).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Libraries, Administrator Qualifications, *Administrator Responsibility, Administrator Role, *Administrator Selection, Grievance Procedures, Higher Education, *Li-

brary Administration, Library Surveys, *Occupational Information, Position Papers, Promotion (Occupational), Questionnaires, *Research Libraries

Identifiers—*Library Directors

In April 1983 the Association of Research Libraries (ARL) surveyed selected members regarding the recruitment, compensation, role, and training of assistant, associate or deputy library directors. A total of 51 libraries (approximately 50% of ARL academic members) participated in the survey. It was found that associate director (AD)-level staff are responsible for overseeing day-to-day activities in a variety of units; the number of AD-level positions has increased; a search committee generally screens applicants with the director making the final selection; nationwide recruitment searches are generally conducted; there is considerable flexibility in salary administration for AD-level positions; directors are looking more to AD-level staff for information, advice, and ideas; developmental training of top-level staff is scarce; and recruiting and selecting AD-level staff with a mix of technical, interpersonal, and group skills is becoming important. This document presents a sample questionnaire with responses noted; an extensive series of job descriptions and appointment, promotion, and grievance policy statements concerning the AD position from eight libraries; a concise summary of related issues and trends; a four-item bibliography; and an evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit. (ESR)

ED 243 493 IR 050 719

Collection Analysis Project. The University of Michigan. Executive Summary. Michigan Univ., Ann Arbor. Univ. Libraries. Spons Agency—Association of Research Libraries, Washington, D.C. Office of Management Studies. Pub Date—May 83

Note—23p.
Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Budgeting, *College Libraries, Information Science, *Library Acquisition, *Library Collections, Library Cooperation, *Library Expenditures, Library Material Selection, Preservation, Research Libraries, *Shared Services

Identifiers—*Collection Assessment, Resource Sharing, *University of Michigan

This paper summarizes the most pressing issues arising from a collection analysis project (CAP) initiated at the University of Michigan in the summer of 1981, and briefly describes options available for resolving these issues. It is noted that the CAP followed a model developed by the Association of Research Libraries (ARL). Topics covered include: (1) university and library finances; (2) the budget allocation process, including documentation, formula allocation, and unit fund allocation; (3) library material selection, including issues related to appointments, training, standards and evaluation, and the organization of selection among the graduate library, divisional libraries, and the Office of Collection Development; (4) collection assessment; (5) preservation, including organizational, educational, environmental, security, and budgetary concerns; (6) resource sharing attitudes and program performance elements which include bibliographic access, document delivery, regional cooperation, and costs; (7) the definition of collection levels and work on the Research Libraries Group (RLG) Conspectus; and (8) the impact of new technologies on the library's role, equipment, personnel, budget allocations, user fees, and resource sharing. (ESR)

ED 243 494 IR 050 720

Collection Analysis Project: Wolfgram Memorial Library. Summary Findings and Recommendations.

Spons Agency—Association of Research Libraries, Washington, D.C. Office of Management Studies. Pub Date—Feb 84

Note—68p.
Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Budgeting, College Faculty, *College Libraries, Guidelines, *Library Acquisition, *Library Collections, Library Cooperation, *Library Expenditures, Library Material Selection, Policy Formation, *Problems, Program Descriptions, Shared Services

Identifiers—*Collection Assessment, Library Funding, Resource Sharing, User Needs, *Widener University PA

A collection analysis project (CAP) was conducted at the Wolfgram Memorial Library of Widener University (Pennsylvania) in 1983 in order to critically evaluate library collection development methods in relation to the present and anticipated needs of faculty and students. The project followed a model developed by the Association of Research Libraries (ARL). It was found that the collection was seriously below acceptable national standards and not meeting academic needs and that problems existed in library funding, material selection, allocation of funds, librarian/faculty communication, and library resource sharing. It was recommended that a collection development policy be formulated and implemented; adequate funding be obtained for special projects, regular operating allocations, and new information technology and services; librarian/faculty communication be formalized; a comprehensive collection assessment program be developed and initiated; goals be developed for closer cooperation among the three Widener libraries; and resource sharing with non-Widener libraries be reviewed. Following the summary findings and recommendations, interim reports are presented on the project's mission, goals, and objectives; environmental factors affecting collection development; the background and nature of Widener University; and the history of the Wolfgram Memorial Library's collection. Task Force reports listed in the table of contents are not included. (ESR)

ED 243 495 IR 050 721

Sitts, Maxine K., Ed. Resource Notebook on Staff Development. Association of Research Libraries, Washington, D.C. Office of Management Studies.

Pub Date—Jun 83
Note—325p.; For related document, see ED 191 477.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Libraries, Higher Education, *Improvement Programs, Library Administration, Position Papers, Program Descriptions, Questionnaires, *Research Libraries, *Resource Materials, *Self Evaluation (Groups), *Staff Development

Based on the comprehensive library self-study method developed by the Association of Research Libraries' (ARL) Office of Management Studies (OMS) and first used as the Management Review and Analysis Project (MRAP), this resource notebook presents surveys and diagnostic aids, OMS self-study reports, and ARL member library documents related to library staff development. It is noted that the items selected for the notebook represent examples of work done to analyze library problems, document existing conditions, describe programs, and work toward change. An introduction provides background information and a brief overview of current trends in staff development programs. The first section of documents consists of data-gathering instruments and descriptions of other approaches to collecting information. A second section presents comprehensive staff development program statements and descriptions of programs designed to fit particular needs. In the third section, documents that illustrate approaches to program change and design are included, and the final section provides three annotated resource lists on staff development. It is concluded that staff development is an important organizational priority for academic and research libraries, despite financial and time constraints. (ESR)

ED 243 496 IR 050 722

Schepke, Jim, Ed. System Orientation Manual. Texas State Library, Austin. Dept. of Library Development.

Pub Date—Feb 84
Note—110p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Advisory Committees, Guidelines, Library Administration, *Library Networks, Library Services, *Program Administration, Program Development, *Public Libraries, Regional Cooperation, State Libraries, *State Programs, Statewide Planning

Identifiers—*Library Funding, *Texas

Intended as an orientation guide, this manual presents information on library network operations for use by staff and advisory council members of the Texas Library System. The first chapter describes the role of systems in public library development in Texas, with a delineation of the history of Texas library systems, a chronology of related events from 1962 to 1983, and a discussion of key concepts related to public library development and systems. A second chapter describes system governance at the regional level and the role of the State Library and Archives Commission in system governance, while chapter 3 discusses system funding under the Library Systems Act and system services. In the fourth chapter system administration is reviewed, including financial management, performance management, planning for system services, and the management of other operational areas. A final chapter outlines five major issues which will face Texas library systems in the 1980s: accreditation of public libraries, development of multiple library systems, the possibility of legislating direct aid to public libraries, the option of nonprofit corporation governance for library systems, and determination of geographical system boundaries. Appendices provide a calendar for filing applications and reports with the Texas State Library, notes for new coordinators on important system documents, and a list of the roles and responsibilities of advisory council members. (ESR)

ED 243 497 IR 050 746

The Role of Libraries in Creating and Providing Viewtext Information Services. Comprehensive Report: Part I. Executive Summary and State-of-the-Art Paper.

Johnson (Lawrence) and Associates, Inc., Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 84
Contract—300-83-0139

Note—148p.; For Part II, see IR 050 747.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Libraries, Design Requirements, Elementary Secondary Education, Higher Education, *Information Services, Learning Resources Centers, Legislation, *Library Role, *Library Services, Public Libraries, Research Methodology, Special Libraries, State of the Art Reviews, *Videotext

Identifiers—Social Impact

This volume is the first of two in a report on a state-of-the-art assessment which was conducted to determine the roles of school, academic, special, and community libraries in creating and/or providing viewtext information services; the information resources now available or expected to be available in the future to a sample of libraries in the United States; and the unique contribution that viewtext can make to providing information to homes or businesses. Included in this volume are an executive summary, a state-of-the-art paper, and three appendices. The summary outlines the rationale for the project, discusses its goals, describes the research carried out, summarizes the results of research activities, and presents 10 general conclusions based on these results. Data collected through a review of the literature and consultation with knowledgeable experts are presented in a context paper and bibliography for use by libraries in assessing their role in providing and delivering viewtext information. The paper and bibliography (Appendix A) focus on seven critical topic areas: the role of the library in an information-based society; legislation and regulations related to viewtext; technical aspects of viewtext; the current status of viewtext information services; current applications of viewtext in libraries; the design, implementation, and maintenance of viewtext in libraries; and the social implications of viewtext and the significance for libraries. Lists of major businesses delivering remote electronic access to delivery of information (READI) and libraries providing viewtext services are also appended. (BBM)

ED 243 498 IR 050 747

The Role of Libraries in Creating and Providing Viewtext Information Services. Comprehensive Report: Part II. Case Study Reports.

Johnson (Lawrence) and Associates, Inc., Washington, D.C.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.

Pub Date—May 84

Contract—300-83-0139

Note—164p; For Part I, see IR 050 746.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Libraries, Budgeting, Case Studies, Elementary Secondary Education, Financial Support, Higher Education, Information Services, Learning Resources Centers, Library Administration, Library Role, Library Services, Outreach Programs, Public Libraries, Special Libraries, Videotext.

This volume is the second of two in a report on a state-of-the-art assessment which was conducted to determine the roles of school, academic, special, and community libraries in creating and/or providing viewpoint information services; the information resources now available or expected to be available in the future to a sample of libraries in the United States; and the unique contribution that viewpoint can make to providing information to homes or businesses. The nine case studies presented in this volume were carried out in different types of libraries: two public high school media centers representing urban and suburban communities; two academic libraries, one in a small private college and one in a large public university; two large-city public libraries; one regional public library; one community media center serving rural school districts; and one library in an international corporation. Each report summarizes information gathered during site visits under 11 broad headings: (1) library management; (2) history of the library's involvement with viewpoint; (3) viewpoint applications observed during the site visit; (4) organization and management of viewpoint services; (5) patron access to viewpoint; (6) cost implications; (7) program results; (8) outreach activities; (9) future goals and objectives; (10) lessons learned; and (11) references. A brief summary of findings in each area introduces the reports on individual libraries; a list of questions used to guide data collection during site visits is appended. (BBM)

JC

ED 243 499

JC 840 108

Seidman, Earl And Others

The Work of Community College Faculty: A Study through In-Depth Interviews. Final Report. Massachusetts Univ., Amherst. School of Education.

Spons Agency—EXXON Education Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 83

Grant—NIE-G-81-0056

Note—689p.

Pub Type—Reports - Research (143)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—College Faculty, Community Colleges, Counselors, Faculty College Relationship, Females, Interviews, Job Satisfaction, Liberal Arts, Minority Groups, Personal Narratives, Re-entry Students, Teacher Background, Teaching (Occupation), Two Year Colleges, Vocational Education Teachers

This report presents the results of a study conducted to explore the nature and meaning of the work of community college faculty through a process of in-depth phenomenological interviewing of 76 faculty and staff and 24 students from community colleges in Massachusetts, New York, and California. Section 1 provides an overview of the study, including a discussion of the social, political, and economic context in which community colleges operate. In addition, this section presents the study methodology, including a rationale for the approach and information on the selection of participants, the interview process, and the method of composing individual profiles. Sections 2 through 4 focus on particular faculty or student groups, providing introductory remarks; profiles of the individuals representing these groups; and commentary on the profiles and what they reflect about the community college experience. Section 2 focuses on liberal arts faculty in the areas of English, humanities, math, science, and social science; section 3 examines the work of career education faculty, emphasizing the fields of secretarial and business education, nursing and dental hygiene, and industrial technology; and section 4 presents varied perspectives on the com-

munity college experience, looking at counselors, minority faculty, second career faculty, and returning women students. Section 5 provides conclusions about the interviewing process and its results. Appendices provide data on study participants. (HB)

ED 243 500

JC 840 149

Fryer, Thomas W., Jr.

Institutional Causes of Individual Irresponsibility.

Part One. Occasional Paper #30.

California Univ., Berkeley. Center for the Study of Higher Education.

Pub Date—Nov 82

Note—35p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Problems, College Administration, College Faculty, Community Colleges, Faculty College Relationship, Labor Problems, School Support, Two Year Colleges

Drawing from personal experience with a bitter and prolonged labor dispute between the administration and faculty union of the Foothill-De Anza Community College District, this paper offers observations about the factors acting as barriers to individuals taking responsibility for an institution's well-being. After outlining the problems that unfolded in the district, the paper defines the character of responsibility and irresponsibility within the context of an institution. Next, a picture is provided of the authoritarian, anti-authoritarian, and rational ideal types and the role people with these characteristics play in labor disputes. The paper then considers how individuals' experience affects their judgment, especially in situations of conflict, and how responsible behavior towards an institution is influenced by personal commitment towards that institution. Next, four barriers to the development of a sense of personal responsibility in members of an institution are presented: (1) the prevailing management ethos, which does not include staff as "owners" of the institution; (2) the inadequacy of current mechanisms of shared governance, which preclude the development of a sense of personal responsibility; (3) collective bargaining, which assumes that the interests of management and staff are opposed; and (4) the rise of a management class in the community colleges that tends to increase divisions within the institution. (HB)

ED 243 501

JC 840 165

Armenta, Richard R.

Excellence and Organizational Effectiveness in an Urban Community College District.

Pub Date—3 Apr 84

Note—18p; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984). For related documents, see JC 840 163-164.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, College Role, Community Colleges, Governing Boards, Institutional Evaluation, Legislators, Organizational Effectiveness, School Support, Tax Allocation, Two Year Colleges, Urban Schools

Identifiers—Maricopa Community College District AZ

As public institutions, community colleges are dependent for their survival and continuity upon favorable evaluations by the external constituencies that finance the colleges. Underscoring the resource-dependent nature of community colleges are the revenue limitations brought about by declining enrollments, the effects of high costs, and taxpayer resistance to levies. Using a resource-dependent model, four steps were taken to assess the organizational effectiveness of the Maricopa Community College District (MCCD): (1) the Arizona State Board of Directors for Community Colleges and the MCCD designated two criteria for evaluating 60 community college activities, i.e., whether the activity is important to do and whether it should be funded with tax dollars; (2) a survey instrument incorporating these criteria was sent to 90 state legislators, 21 state board members, 2,330 randomly selected registered voters, and all 38 MCCD administrators; (3) data were weighted according to the relative political influence exercised by each group as perceived by the MCCD administrators; and (4) data analyses were conducted to determine the perceptions of each group and to contrast the views of the MCCD administrators and the external groups. The study found that the majority of the differences

of opinion resulted from resistance by the external groups to the use of tax monies for activities supported by the administrators, especially in the areas of special treatment for particular special student groups. (HB)

ED 243 502

JC 840 172

Eloff, Ione H.

The Challenge of Faculty Development for Part-Timers in Noncampus Community Colleges.

Pub Date—83

Note—19p; Paper presented at the Conference on Quality in Off-Campus Credit Programs: Challenges, Choices and Concerns, sponsored by the Division of Continuing Education, Kansas State University (Atlanta, GA, October 31-November 2, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, Community Colleges, Faculty College Relationship, Faculty Development, Noncampus Colleges, Part Time Faculty, Program Descriptions, Two Year Colleges

Identifiers—Vista College CA

A description is presented of Vista College's faculty development system, which attempts to provide an atmosphere of support for the part-time faculty who carry over 85% of the teaching assignments. First, the paper provides background on the characteristics of Vista College, a non-campus community college which offers over 400 courses in general education, occupational fields, and continuing education at more than 200 community locations. After discussing the problem of the affiliation of part-time faculty, the paper describes the college's faculty development project, which used a survey of Vista faculty's characteristics, and needs and preferences regarding faculty development in devising the development model. Then, the two major areas of the faculty development program are highlighted: (1) the generic components designed to reach all faculty, which include a faculty handbook, faculty newsletter, and an annual seminar on teaching and learning; and (2) the targeted components designed to meet individual needs, which include orientation for new faculty, peer faculty consultants, mini-seminars on teaching and learning, and curriculum/program area workshops. Finally, conclusions drawn from the project are presented, highlighting the success of the faculty consultation service in providing technical assistance, and the realization that the needs and participation level of part-time faculty and administrators will change over time. (HB)

ED 243 503

JC 840 174

MacLeod, William J.

Saluting, but Not Speaking.

Pub Date—Feb 83

Note—12p; Paper presented at the Conference of the American Society of Allied Health Professions and the Medical Center Campus of Miami-Dade Community College on Accreditation for Two-Year Institutions (Miami, FL, February 11-12, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accreditation (Institutions), Accrediting Agencies, College Role, Educational History, Institutional Evaluation, Postsecondary Education, Self Evaluation (Groups)

Identifiers—Council on Postsecondary Accreditation

A discussion of the history and current role of accrediting agencies in higher education in the United States is presented in this paper with an overview of the role of the Council of Postsecondary Accreditation (COPA). First, a brief history of the accreditation process during the past 70 years is presented; the roles of institutional and specialized accreditation are outlined; the goals of postsecondary accreditation are specified; and the 1975 establishment of COPA and its subsequent role are delineated. The following sections then discuss current problems in the accreditation process and the ways these could be addressed by the accrediting agencies, by COPA, and by the institutions themselves. First, the role of the agencies is addressed, focusing on their responsibility for setting standards, seeing that concerns about the quality and adequacy of professional education are addressed, monitoring accreditation costs, and cooperating with other agencies. The next section discusses the

way COPA is addressing concerns in accreditation by providing a national forum for accreditation, encouraging cooperation among agencies, and dissuading federal and state agencies from developing new statutory requirements for eligibility for funds or licensure. Finally, the role of the institutions is considered, which includes providing assurance of the quality of instruction, programs, and governance; and developing self-study and review schedules as an integral part of self-assessment. (HB)

ED 243 504 **JC 840 176**

Sitton, Vivian Haney, Frances

Teaching Accounting through Innovative Technological Means Challenges the Gifted and Retains the Capable Student.

Isothermal Community Coll., Spindale, NC.

Pub Date—[82]

Note—15p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Academic Persistence, Accounting, *Audiovisual Instruction, *Business Education, Community Colleges, *Cost Effectiveness, Grades (Scholastic), *Individualized Instruction, Program Costs, *Tutorial Programs, Two Year Colleges

In fall 1979, the Business Department at Isothermal Community College established an Individualized Instruction Center (IIC) to enhance student success through the use of individualized, audiovisual, and tutorial methods. The IIC's staff, which consists of four full-time instructors, four paraprofessionals, three part-time clerical/technical assistants, and one full-time secretary, are committed to the philosophy of individualized instruction and concern for each student. Since 1980, all three quarters of a Principles of Accounting course have been offered at the IIC, with the following results: (1) course enrollment increased 5% in fall 1980, 104% in winter 1981, and 178% in spring 1981; (2) the failure and withdrawal rate dropped by 50%; (3) among the students who received a "P" grade (which permits students to continue a course the following term) in fall 1980, 40% received a grade of "A" or "B" by the end of the winter quarter; (4) five of the accounting students were able to complete all three quarters of the course in 6 months or less when allowed to advance at their own pace; (5) only 1.2% of the 426 students enrolled in the IIC accounting class during fall and winter quarters received a "C" or "D" grade, compared to 31% who earned a "C" or "D" in the traditional class during the 1979-80 academic year; and (6) the number of students earning a failing grade was 50% less under the audiovisual tutorial method than with the traditional method. Information on staff responsibilities and IIC costs is included. (HB)

ED 243 505 **JC 840 177**

Bazik, Martha S.

Non-Credit Education's Response to the Challenges of the 80's.

Moraine Valley Community Coll., Palos Hills, IL. Center for Community and Continuing Education.

Pub Date—[84]

Note—13p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *College Role, Community Colleges, *Community Services, Continuing Education, *Educational Needs, *Educational Trends, *Noncredit Courses, Two Year Colleges

Five of the major issues confronting postsecondary education today are the decline in the quality of education, the increase in competition from other education service providers for a share of the postsecondary market, the increase in the demand on education as a result of rapid changes in technology, the decline in educational revenues, and the decline in the pool of the traditional college-age population and the increase in new population groups needing to be educated. A strong non-credit division is essential if colleges and universities are to respond meaningfully to these challenges. This unit, which would complement the credit division, would have the capability of perceiving and responding to the diverse educational needs of new publics. To realize its capabilities, the non-credit unit should: (1) be placed on the same level as any other division in the administrative hierarchy; (2) adopt policies, procedures, and products in concert with the mission and goals of the institution; (3) be administered by per-

sonnel with good management, program development and implementation, communication, and marketing skills; (4) continually monitor the internal and external environment to assess needs, identify publics, and develop resources; (5) establish evaluation criteria for educational products; (6) establish performance criteria for all administrative personnel; (7) engage in strategic planning; (8) devise and implement marketing strategies; and (9) operate cost effectively. (LAL)

ED 243 506 **JC 840 178**

Simpson, Richard H.

The Neglected Branch: California Community Colleges.

California State Legislature, Sacramento. Senate Office of Research.

Pub Date—Jan 84

Note—86p.

Available from—Senate Office of Research, 1100 J Street, Suite 650, Sacramento, CA 95814 (\$4.35).

Pub Type—Reports - Descriptive (141) — Historical Materials (060)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrators, *College Faculty, College Programs, College Role, *Community Colleges, *Educational Finance, *Educational History, Enrollment Trends, Expenditures, Financial Support, *Governance, Governing Boards, Income, State Government, Student Characteristics, Two Year Colleges, *Two Year College Students

Identifiers—*California

Designed as a resource tool to aid the California State Senate in making the policy decisions defining the mission and future of California's community colleges, this report provides a historical introduction to the community college system and detailed information on programs, student populations, governance policies, faculty and staff, and funding mechanisms. Following an executive summary, chapter I traces the historical development of the community colleges considering their role between 1900 and 1930 as extensions of secondary schools, between 1930 and 1950 as junior colleges, between 1950 and 1970 as community colleges, and between 1970 and the present as community learning centers. Chapter II discusses the mission of the community colleges, and considers their programs and courses in terms of the course classification system and workload in credit and non-credit courses. Chapter III focuses on community college students, providing information on admissions and enrollments, and analyses of student characteristics. After chapter IV examines the roles of local governing boards and state agencies in college governance, chapter V provides information on faculty and administrators, including data on demographic characteristics and salaries. Finally, chapter VI presents information on financial policy, revenues, expenditures, and reserves. A bibliography is appended. (AYC)

ED 243 507 **JC 840 179**

Deegan, William L.

Toward a New Era: Alternatives for Revitalizing Student Services Programs.

Pub Date—Apr 84

Note—15p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984).

Pub Type—Reports - Descriptive (141) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, *Program Administration, *Program Development, *Program Effectiveness, Staff Development, *Student Personnel Services, Two Year Colleges

Alternatives for revitalizing the programs and management of student services in community colleges are reviewed in this paper. First, alternatives related to student services programs are considered, including: (1) the increased use of computer-assisted counseling to integrate student services more fully with mainstream academic activities; (2) the possibility of developing and operating certain programs in an entrepreneurial fashion by, for example, providing human development and counseling programs to business and government agencies on a contract basis; (3) the option of cutting services to a minimum to deal with severe budget cuts; and (4) the establishment of campus-wide staff development programs based on clear institutional priorities and having financial and administrative support. The next section offers three alternatives for man-

agement development in the student services area. These involve the development of matrix models of responsibility and accountability to strengthen relations between the academic and student services areas; job rotation to provide staff with a more comprehensive perspective on college needs and resources; and the development of quality circles where employees meet regularly to analyze problems and recommend solutions for management consideration. (HB)

ED 243 508 **JC 840 180**

Zeiss, P. Anthony

Local Initiative for Economic Development.

Pub Date—Apr 84

Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Education, Community Colleges, Cooperative Programs, *Economic Development, Entrepreneurship, *Labor Force Development, Program Descriptions, *School Business Relationship, *School Community Relationship, Small Businesses, Two Year Colleges, Vocational Education

Identifiers—*Pueblo Community College CO

In fall 1982, in an effort to address a rising unemployment rate in its service area, Pueblo Community College (PCC) joined with local community leaders and the Pueblo Economic Development Corporation to explore feasible, practical, and workable assistance models which would foster the retention and development of small businesses. Numerous economic development models were reviewed and a comprehensive community study was conducted for use in the development of the model initiative—the Pueblo Business Assistance Network (PBAN). PBAN provides a unified network of services from the community and consists of four major assistance groups: (1) an intake and assistance center, which has received 183 requests for assistance and has helped 23 businesses to open or significantly expand; (2) a non-profit, cooperative, volunteer assistance group, which provides in-depth assistance by practicing professionals; (3) a seed/venture capital assistance fund, which is designed to render financial assistance to any new or existing small business that is based in Pueblo County and will create jobs via the exportation of goods and services; and (4) the Business and Technology Center, an incubation facility providing affordable technical assistance and low overhead costs to new small businesses. PCC's efforts to alleviate the unemployment problem in its service area have also included expanded and innovative programs and services, geared towards the training or retraining of the local labor force. (LAL)

ED 243 509 **JC 840 181**

Richardson, Richard C., Jr. Doucette, Donald S.

An Empirical Model for Formulating Operational Missions for Community Colleges.

Pub Date—23 Apr 84

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Programs, *College Role, Community Colleges, Models, *Organizational Objectives, *Research Design, *School Activities, State Surveys, Two Year Colleges

Identifiers—Arizona, *Community College Activities Survey, *Institutional Mission

A research project was conducted to develop and implement a model for community college missions. The new model would depart from existing models, which utilize a hierarchy of decreasing levels of generality beginning with institutional missions and culminating in objectives. In contrast, this research defined institutional mission in terms of groups of specific activities that are themselves made up of goals and objectives. These activities are defined in terms of the services provided by an institution, the specific clientele for which these services are provided, and the rationale that is commonly advanced for providing these services. In fall 1981, a research project based on this conceptualization was conducted in Arizona. A list of more than 400 statements representing activities related to all of the missions suggested for the Arizona community colleges was compiled, refined, and eventually reduced to a 60-item Community College Activities Survey (CCAS) instrument. The CCAS was administered to more than 3,500 state and local community col-

lege governing board members, administrators, faculty, legislators, and registered voters. Factor analysis and other statistical techniques were used to identify alternative operational missions and levels of support for them among the community college constituencies. Unlike previous goals research, the results of the CCAS application showed potential for affecting the management processes of higher education institutions. (LAL)

ED 243 510

JC 840 183

Preparing for the Future. A Study of the Role of the College in Addressing the Educational and Training Interests of the Community with Special Emphasis on the Manpower Needs of Area Employers.

J. Sargeant Reynolds Community Coll., Richmond, Va.

Pub Date—Mar 84

Note—168p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—College Bound Students, College Planning, Community Surveys, *Demand Occupations, *Education Work Relationship, *Employment Projections, Employment Qualifications, Job Training, *Labor Needs, Needs Assessment, Questionnaires, *School Business Relationship, *Student Educational Objectives, Vocational Interests

Designed to assist in planning at J. Sargeant Reynolds Community College (JSRCC), this report presents the results of a year-long study of local manpower needs and educational and training interests. Chapter I provides background on the school and the purpose of this community manpower assessment study. Chapter II focuses on study methodology, which included surveys of area high school seniors and community households, interviews with community leaders, and an analysis and review of related resources. After chapter III presents the economic framework for the study, chapter IV addresses the community's perceptions of JSRCC and the role it should play in meeting local training requirements. Chapter V looks at the occupations of the future, considering the following topics: the influence of technology; the merger of traditional skills and electronic equipment usage skills; the demand for manufacturing, maintenance, and repair technicians; the influence of an aging population; health care trends; skilled trade occupations; agriculture and horticulture occupations; post-baccalaureate careers; and the demand for supervisory and sales personnel. Chapter VI highlights skills and training needs, while chapter VII considers the occupational choices of local citizens and high school seniors as determined by academic program interest. Chapter VIII provides a rationale for partnership with business and industry, considering the college's role in, mechanisms for, and benefits of such partnerships. Finally, chapter IX offers recommendations for college planning. Survey instruments are appended. (LAL)

ED 243 511

JC 840 184

Donohue, John P. And Others

Development of Oakton Community College's Graduation/Registration/Advisement System (GRADS) and the Standards of Academic Progress (SOAP) Utilizing Computer Resources.

Pub Date—7 Feb 84

Note—18p.; Paper presented at the League for Innovation in the Community Colleges and Maricopa Community College Working Conference on Student Information Systems (Scottsdale, AZ, February 6-7, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Advising, *Academic Standards, Community Colleges, *Computer Oriented Programs, *Educational Counseling, Graduation Requirements, *Information Systems, Two Year Colleges

Identifiers—*Oakton Community College IL

Various aspects of the development of a computerized matriculation system at Oakton Community College (OCC) are described in this collection of reports and papers. First, John P. Donohue provides background information on the system, focusing on the personnel involved in designing the system and offering observations about the development of a graduation requirements database. Next is a paper on the development of the Graduation Requirement

Advisement System (GRADS) at OCC by Steven R. Helgott, which focuses on: (1) the conditions that suggested the need for a computerized advisement system; (2) the two major functions of the system; i.e., the provision of an accurate assessment of the student's progress toward graduation, and the identification of and communication with students who were not meeting minimum standards; (3) the use of Miami-Dade Community College's Advisement Graduation Information System and Response System with Variable Prescriptions as models; (4) the types of information for students and counselors to be included in the system; (5) the work and recommendations of the college-wide committee on standards; (6) the supports and sanctions corresponding to four academic status stages; (7) the identification of students falling below the standards of academic progress; and (8) the schedule of implementation. Next, a memo from Richard Kirtley highlights findings from a preliminary analysis of system needs. Finally, Gail Cohen's overview of GRADS and its complementary system. Standards of Academic Progress (SOAP), is presented. (LAL)

ED 243 512

JC 840 185

Shaw, William F.

Staff Development: A New Imperative.

Pub Date—1 Apr 84

Note—17p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, Educational Technology, *Educational Trends, *Faculty Development, Retraining, Two Year Colleges

Community colleges have moved from a period of rapid growth to one of retrenchment, in which junior faculty members are often laid off and new faculty members are not being hired. The community colleges now have an experienced faculty, most at the apex of their careers, but who, in many disciplines, do not necessarily fit student enrollment patterns or the needs of a smaller curriculum. Struggling to retain their strongest programs and become more efficient and effective, community colleges also face the reality of trying to accomplish more with less funds in order to remain competitive with other providers of adult education. Like any profit-making enterprise, institutions in the "education business" must devote a substantial amount of their resources to research and development in order to improve methods of delivering instruction of higher quality at lower costs. Staff development is central to this effort. Colleges must provide incentives and rewards for college personnel to develop new skills, keep up with the rapid increase of knowledge in their fields, develop an understanding of instructional software to create workable instructional systems, and, if necessary, retrain in a new field. Materials illustrating aspects of the staff development programs at Cypress College and Golden West College in California are appended. (LAL)

ED 243 513

JC 840 186

Shaw, William F.

Professional Development Programs That Work.

Pub Date—3 Apr 84

Note—17p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, Community Colleges, Faculty College Relationship, *Faculty Development, Inservice Teacher Education, *Professional Development, *Program Administration, *Program Effectiveness, School Personnel, Two Year Colleges

Identifiers—*Golden West College CA

The professional development program at Golden West College has successfully maximized instructional change and innovation for several years. The success of the program is due to factors such as support from the president; the appointment of a dean of educational development whose sole responsibility is to work with faculty on new developmental projects; the highly individualized nature of the program; efforts to keep faculty abreast of new research and new teaching techniques through means including a faculty newsletter; annual faculty

development needs assessments; the centralized location and high visibility of the Educational Development Center; and secure local funding for faculty projects. Those interested in developing and maintaining staff development programs should: (1) locate the staff development office in a place that is convenient for faculty and staff; (2) avoid overburdening the staff development person with administrative detail; (3) provide rewards for participants; (4) have top-level administrative support; (5) avoid equating staff development with faculty attendance at workshops and conferences; (6) design the program to respond to both little and big needs; (7) carefully choose the person responsible for the staff development program; (8) join a network involved in staff development; and (9) involve all college personnel and utilize campus resource persons in staff training. (LAL)

ED 243 514

JC 840 187

Eaton, Judith S.

Building Tomorrow.

Pub Date—10 Oct 83

Note—11p.; Paper presented at the National Conference of the League for Innovation in the Community College (Newport Beach, CA, October 10-12, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, *College Planning, *Community Colleges, *Educational Change, *Educational Trends, *Futures (of Society), Two Year Colleges

A hypothetical account of the demise of the community college in the United States by the year 2000 is provided in this paper, along with suggestions for ways community colleges can avoid this fate. First, the reasons for the demise are presented, including the rise of vocational institutes, which took over the vocational education function of community colleges; major cutbacks in funding and the inability of the colleges to compete for funds; the inability of the colleges to adapt to emerging technologies; and the rise in the proportion of jobs not requiring higher education. Next, the strategies undertaken by some comprehensive community colleges to preserve their existence are highlighted, including a re-emphasis on the humanities, a focus on excellence and new and emerging technologies, an acknowledgment of financial limitations, and adaptation to employment changes. Finally, suggestions are provided for ways community colleges can avoid a premature demise, including: (1) rethinking what learning is, equating it less with memorization and more with thinking; (2) emphasizing sharing among institutions and developing a less parochial attitude toward campuses and equipment; and (3) implementing a new style and context for humanities education, looking to ways it can provide the most effective services to students. (HB)

ED 243 515

JC 840 188

Shaw, Ruth G.

The Humanities in an Era of New Technology: Variations on a Theme.

Pub Date—10 Oct 83

Note—11p.; Paper presented at the National Conference of the League for Innovation in the Community College (Newport Beach, CA, October 10-12, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Curriculum, Community Colleges, *Educational Objectives, *General Education, *Humanities, *Technological Advancement, Two Year Colleges, *Vocational Education

The terms "humanities" and "new technology" have a broad spectrum of meanings, which often imply a tension between two somewhat incompatible concepts. If one views humanities as the general learning that should be in the possession of all human beings and new technology as the convergence of two or more sophisticated technologies in expansive and innovative applications, one can conceive of new technologies as not only a tool for teaching the humanities, but as a part of the humanities. Such a view is important if community colleges are to avoid turning out skilled technicians without perspective, without a sense of ethics or human values, who cannot and do not think. Many current models of curricular planning for occupational education focus strictly on identifying fast-growing sectors of the economy and the emerging occupations and skills for which there is greatest demand and devel-

oping programs and training students to fill these demands. In doing so, these models fail to address the real occupational outlook problems: the lack of jobs and competition for employment. An alternative planning model focuses on developing the skills that will best serve persons in areas of employment opportunity: independence, flexibility, creativity, and mastery of words and numbers—the ageless goals of humanities education. Community college educators must find the balance between short-term business demands and long-term student needs and ensure that humanities education has increasing prominence in an era of new technology. (LAL)

ED 243 516 JC 840 189

Byrne, Richard

High Technology: Its Implications for Community College Education.

Pub Date—11 Oct 83

Note—47p; Paper presented at the National Conference of the League for Innovation in the Community College (Newport Beach, CA, October 10-12, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adoption (Ideas), Community Colleges, *Computers, *Educational Innovation, *Educational Trends, *Futures (of Society), *Technological Advancement, Two Year Colleges

Taking an often humorous and anecdotal approach, this presentation offers observations about the implications of high technology for education and suggestions for educators interested in innovative applications of computers and other technological advances. Among the topics addressed are: (1) reasons for becoming competent with computers; (2) the appropriate time to purchase hardware and software given the rapidity of the advances in the field; (3) the use of the computer to leverage existing skills and amplify what the user is already good at; (4) the need for educators to be both conscious and competent with respect to the changing technologies that will inevitably affect education; (5) indicators and socioeconomic impacts of the information age and the new role of education in this era; (6) the need to design new ways of working and new modes of education in order to effectively use the new technologies; (7) the importance of developing different relationships between students and teachers, in that teachers will find it increasingly difficult to always remain ahead of their students in technological understanding; (8) the concept of technological breakthroughs that alter the world view of everyone regarding the former barrier forever; (9) the importance of taking responsibility for one's own purpose; and (10) ways educators can prepare themselves to have an impact on the future of education. (LAL)

ED 243 517 JC 840 190

Ellison, Nolen M.

Putting America Back to Work: Role of the Community College.

Pub Date—11 Oct 83

Note—15p; Paper presented at the National Conference of the League for Innovation in the Community College (Newport Beach, CA, October 10-12, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Planning, *College Role, *Community Colleges, *Economic Development, *Educational Needs, Job Training, Labor Force Development, School Business Relationship, Two Year Colleges

Identifiers—*Job Training Partnership Act 1982, *Putting America Back to Work

Community colleges have the opportunity to systematically link their mission and role to national economic purposes and human resource development strategies. To take advantage of this opportunity, community college leaders, at the national, state and institutional levels, must be willing to commit to a new understanding of the roles these institutions must play in the post-industrial, high-technology society. In fall 1981, in an effort to formulate a national two-year college strategy in the area of career education/training and to link two-year colleges to the emerging national economic agenda, an American Association of Community and Junior Colleges (AACJC) task force was formed to address the prospects of "Putting America Back to Work," through, for example, the development of a National Small Business Training

Network, work to improve communications about and understanding of the Job Training Partnership Act, and a Kellogg Foundation initiative designed to provide assistance in building a network of public and private sector organizations committed to human resource development. Future steps of community colleges should emphasize: (1) the goal of excellence and the achievement of high standards; (2) improved worker productivity and related work habits; (3) institutional change and adaptation in support of the nation's economic development agenda; (5) high technology applications and careers; and (6) the educational applications of technology, computers, microwave transmission, and other tools. (LAL)

ED 243 518 JC 840 191

Koltai, Leslie

New Technologies in the Service of the Learner: An Imperative.

Pub Date—12 Oct 83

Note—16p; Paper presented at the National Conference of the League for Innovation in the Community College (Newport Beach, CA, October 10-12, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, Community Colleges, *Computer Assisted Instruction, Computer Oriented Programs, *Educational Change, *Educational Technology, Educational Trends, *Instructional Innovation, *Technological Advancement, Two Year Colleges

The increased use of educational technology represents an attitudinal, as well as a technological, change in instruction. Educational technology affects instruction in that it allows the student to accept more of the responsibility and effort connected with learning; provides for new criteria for grading by competencies in specific areas; widens educational access for those who cannot attend a college campus; provides opportunities for expanding automatic reinforcement and promoting mastery learning; and frees the instructor from the presentation of rote material and thus permits more time for interpretation, analysis, and creative discussion. Experts are predicting even more dramatic uses of computers in the future, foreseeing greater interactivity, portability, multi-media capabilities, power, diversity, and availability. These advances not only represent technological improvements, but have broad philosophical implications, such as changes in the definition of intelligence, social views of education, and public and student attitudes toward educational productivity. In order to bring community colleges to the fullest use of computers, community college leaders must: (1) recognize that many faculty members are antagonized by the technological jargon and confused by the gadgetry, and therefore, must be provided with an environment in which to overcome this hesitancy; (2) take an active role in seeing that the coursework that reaches the classroom is practical and worthwhile; and (3) initiate efforts to meet the high costs of acquiring and maintaining state-of-the-art computer systems. (LAL)

ED 243 519 JC 840 192

Watson, Norman

A New Relationship: The Teacher and the Learner in an Age of Telecommunication.

Pub Date—12 Oct 83

Note—10p; Paper presented at the National Conference of the League for Innovation in the Community College (Newport Beach, CA, October 10-12, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Role, *Community Colleges, *Educational Change, Educational Needs, *Educational Trends, *Futures (of Society), Job Skills, Retraining, *Technological Advancement, Two Year Colleges

The 20th Century has witnessed tremendous changes in the American workforce, communications and information technology, and the nation's economy. Changes in the next 20 years are projected to surpass those of the past 80 years. Historically, the focal point for reacting to changes in skills needed in the workplace has been the educational system, which provided each new generation with the skills that would serve throughout a lifetime of employment. Now the skills required for continued employment are changing so rapidly that as many as 20 million Americans will need to be retrained in

the next 10 years as their current skills become almost obsolete. Community colleges will be a necessary force for the retraining of individuals whose livelihood has become displaced by, for example, robotics; whose jobs have not been replaced after layoff; whose skills must be upgraded due to technological changes; and who for their own professional advancement must become more knowledgeable. Community colleges must be prepared to take advantage of educational changes expected over the next 20 years, including: (1) the concept of lifelong learning will be merged and incorporated into the realms of both work and leisure; (2) education, via computer electronics, will become an integral part of everyone's daily life; (3) portable delivery systems will be ubiquitous; (4) market disaggregation will increasingly occur in education; and (5) teachers will become partners with their students in the discovery process. (LAL)

ED 243 520 JC 840 193

Young, James C.

Continuous Innovation for the Most Efficient Use of Resources: The Key to Survival.

Pub Date—10 Oct 83

Note—12p; Paper presented at the National Conference of the League for Innovation in the Community College (Newport Beach, CA, October 10-12, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrative Organization, *College Administration, *Community Colleges, Decision Making, *Organizational Climate, *Organizational Effectiveness, Two Year Colleges

In their book, "In Search of Excellence," Thomas Peters and Robert Waterman identify eight attributes common among the best run companies in America. These attributes have special applicability for community colleges, given their uneasy present and uncertain future. Like successful companies, community colleges should: (1) foster an orientation toward action; (2) stay close to the consumer by providing service and quality; (3) develop a simplified organizational structure that recognizes the importance of informal lines of responsibility and communication; (4) adopt a set of beliefs and values on which to base all policies and actions; (5) create an entrepreneurial atmosphere in which power and decision making are shared; (6) incorporate trust into personnel management to achieve lasting productivity gains; (7) maintain sight of their original intent and purposes; and (8) maintain tight management control, while at the same time allowing for autonomy, entrepreneurship, and innovation. Continuous innovation in the most efficient use of their resources is the key to survival and excellence for community colleges, and the most valuable resources of these institutions are its people. (LAL)

ED 243 521 JC 840 194

McCollum, Sylvia G.

New Options in Offender Education.

Pub Date—3 Apr 84

Note—10p; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Computer Assisted Instruction, *Correctional Education, Correctional Rehabilitation, *Employment, *Federal Programs, Job Training, Prisoners, Program Descriptions, *Vocational Education

Identifiers—*UNICOR

The mission of UNICOR is both to employ and educate inmates of federal prisons. Currently, UNICOR provides employment to approximately 8,000, or 26% of the total federal prison population, in emerging fields such as electronics, data graphics, wood, and plastics and in traditional fields such as metals, shoe and brush, and textiles. In support of inmate education and training, UNICOR allocates over \$3 million to ongoing vocational education programs, as well as \$400,000, annually, to upgrade vocational machinery and equipment. In 1983 and 1984, an additional \$3 million was allocated, annually, to support innovative vocational programs, e.g., in petroleum technology, computerized drafting, numerically controlled machine operations, computer programming and maintenance, and water treatment. Concurrent with the new vocational

training initiative, the Bureau of Prisons established a mandatory literacy policy, requiring all inmates with less than 6th grade educational skills to enroll in a literacy program. Another new development in offender education involves the use of computers to assist in all phases of education. Early efforts to introduce computer-assisted instruction were largely abandoned due to high costs, lack of courseware, and hardware problems; however, recent efforts have been more successful with computer-assisted instruction now available in all but eight federal prisons. These new developments in correctional education are able to assist released offenders in finding and retaining jobs. (LAL)

ED 243 522 JC 840 195

Kotai, Leslie

Strengthening the Presidency.

Pub Date—Apr 84

Note—27p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Administrative Problems, *Administrator Qualifications, *Administrator Role, *Board Administrator Relationship, *College Administration, *College Presidents, *Community Colleges, Two Year Colleges

This discussion of the changing nature of leadership in community colleges focuses on the qualities of college presidents, the environment in which the college president operates, the relationship between the president and the college board, and ways of strengthening the presidency. First, the benefits and liabilities of the job of college president are discussed in the context of the high turn-over rate among presidents and declining interest in the job among other college administrators. Then, the relationship between the college board and president is discussed, with focus on the hiring process, the development of the president's employment contract, and problems that may occur during the transition to a new president. The next section examines the environment in which the president operates, looking at external and internal forces affecting the presidency. The paper then addresses three trends that have influenced the role of the president over the past 20 years; i.e., the changing role of spouses, the emergence of multicampus systems, and collective bargaining. The following sections discuss the respective responsibilities of the college board and the president, and the new skills and qualities that are required of today's chief administrators. Finally, a humorous account of the conflicting expectations of college presidents is presented. (HB)

ED 243 523 JC 840 196

Kotai, Leslie

Shaping Change: New Goals and New Roles.

Pub Date—11 Apr 84

Note—48p.; Paper presented at the Annual Conference of the California Association of Community Colleges Commission on Research (Asilomar, CA, April 11-13, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Change Strategies, *College Faculty, *College Libraries, *College Planning, *College Programs, *College Role, *Community Colleges, *Computer Oriented Programs, *Educational Change, *Educational Finance, *Educational Research, *Financial Problems, *School Business Relationship, *Two Year Colleges, *Two Year College Students

Identifiers—*California

The forces influencing or reflecting change in California's community colleges are discussed in this paper in the context of the crisis of identity facing these institutions. First, factors contributing to the rapid expansion of community college education in California are outlined, and the consequences of that growth are examined. Next, the importance of research in shaping change is underscored with the argument that the well-being of a college depends on the ability of its members to provide accurate and relevant information as the basis for action and the framework for the development of informed public opinion. Next, the changes likely to affect community colleges in coming years, especially cutbacks in funding, are discussed, and the need to redirect resources toward higher quality education is stressed. The following section addresses changes in the col-

lege community, with special focus on students and faculty, the role of counselors and student services, college programs, associate degrees, and transfer rates. Next, the need for new services to support quality in educational programs is stressed, highlighting the role of libraries and computer services. Finally, the potential of partnerships between the community colleges and private businesses and industry is discussed as a way of dealing with funding problems. (HB)

ED 243 524 JC 840 197

The Intersegmental Conference: A Focus on the Community College Transfer Student; Report (Irvine, California, October 27, 1983).

California Univ., Irvine.; Los Angeles Community Coll. District, Calif.

Pub Date—27 Oct 83

Note—48p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Articulation (Education), *College Instruction, *College Transfer Students, *Community Colleges, *Counseling Services, *Financial Support, *Intercollegiate Cooperation, *Postsecondary Education, *State Colleges, *State Universities, *Statewide Planning, *Transfer Programs

Identifiers—*California

In October 1983, representatives from six University of California (UC) campuses, six California State University (CSU) campuses, and community colleges in the Los Angeles Community College District (LACCD) and Orange County participated in a conference held to explore and develop ways to enhance postsecondary cooperation in order to increase the number of students who transfer from community colleges to four-year institutions. This report presents highlights of that conference. First, an executive summary provides background to the conference and the issues it addressed, and presents recommendations for improving the prospects of successful transfer through counseling/outreach services, faculty involvement, support services and follow-up, administrative coordination, and staff development. The following sections discuss intersegmental coordination, provide information on conference participants and the agenda, offer perspectives on the transfer function, and describe the LACCD's Project ACCESS (Action for Community College Enhancement of Student Success). Then, detailed accounts are provided of group discussions on issues in instruction, outreach/counseling services, special programs, admissions processes, and financial resources. The report concludes with a list of topics for future consideration. Appendices include a summary of the recommendations of the Mexican American Legal Defense Fund for enhancing the successful transfer of Mexican-American community college students; a description of an urban community college transfer program; and a sample cooperative agreement between a CSU campus and an LACCD college. (HB)

ED 243 525 JC 840 198

Harrison, Wendy L. Rajasekhara, K.

Dundalk Community College Goals Survey Report.

Dundalk Community Coll., Baltimore, Md.

Pub Date—Mar 84

Note—49p.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*College Planning, *College Role, *Community Colleges, *Community Surveys, *Organizational Objectives, *School Surveys, *Two Year Colleges

Identifiers—*Community College Goals Inventory

A study was conducted at Dundalk Community College (DCC) to identify and prioritize basic campus goals. The Community College Goals Inventory (CCGI), which focuses on 20 goal areas and the extent to which they are and ought to be carried out, was supplemented with items related to 20 local goal areas. The survey was distributed to all 28 college administrators, all 51 full-time faculty, 35 part-time faculty, 200 full- and part-time students, 50 community members, and 50 representatives of business and industry. Based on responses from 25 administrators, 50 faculty, 103 students, 32 community members, and 29 business/industry representatives, study findings revealed: (1) the five CCGI goal areas identified as most important to DCC in the coming years related to vocational/technical education; general education; developmental/remedial programs; college community (e.g., faculty and

staff commitment and open communication); and intellectual orientation (e.g., openness to new ideas and intellectual work); and (2) the five local goals perceived to be most important were concerned with providing well-prepared workers to area employers; creating an environment to attract, retain, and motivate faculty and staff; working with area high schools; obtaining resources to support programs and activities; and evaluating faculty and staff regularly. Appendices include descriptions of CCGI outcome and process goals as well as local institutional goals. (HB)

ED 243 526 JC 840 199

Paoni, Frank

A Partial Study of Research Needs at Brookdale Community College.

Brookdale Community Coll., Lincroft, N.J.

Pub Date—84

Note—15p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Administrators, *College Faculty, *Community Colleges, *Educational Research, *Educational Researchers, *Professional Development, *Questionnaires, *Research Projects, *School Personnel, *School Surveys, *Two Year Colleges

A study was conducted at Brookdale Community College to determine which staff members were conducting research, under what conditions they would continue to do so, and the types of assistance the college's Center for Educational Research could provide to the staff. Questionnaires were sent to all college faculty, staff, and administrators, requesting information on the type and focus of research being conducted, and the respondents' willingness to share methods and findings with colleagues, attend a research workshop, or consider conducting research. Study findings, based on responses from 51 faculty members, 25 staff members, and 13 administrators, revealed the following: (1) 63% of the respondents (75% of the faculty, 69% of the administrators, and 37% of the staff) had conducted research; (2) the major types of investigations conducted were descriptive or historical studies and surveys; (3) 34 of the respondents conducted their research for course work, 29 for curriculum development, and 29 for personal growth; (4) 60% of the respondents indicated a willingness to share their research with colleagues; (5) about 60% of the respondents felt that increased financial reward and release time would encourage them to conduct research; and (6) respondents evidenced greatest interest in workshops on research techniques. The study report includes a review of the literature and the survey instrument. (HB)

ED 243 527 JC 840 200

Wallace, Mark L.

The 1983 Coalinga Earthquakes and West Hills Community College: In Thirty Seconds You Can

Loose Everything. Management Report, 1984-4/3.

Association of California Community Coll. Administrators.

Pub Date—3 Apr 84

Note—18p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*College Planning, *Community Colleges, *Earthquakes, *Educational Facilities, *Educational Facilities Improvement, *Emergency Programs, *School Safety, *Two Year Colleges

Identifiers—*West Hills Community College CA

On May 2, 1983, Coalinga, California was rocked by an earthquake measuring 6.7 on the Richter Scale. Since May, the Coalinga region has endured 8 aftershocks at 5.0 or larger on the Richter Scale, 30 shocks at 4.0 or larger, over 300 shocks at 3.0 or larger, and over 4,000 shocks at 2.0 and larger. From all known data on the faults of the region, it was generally believed prior to May 2 that Coalinga would not suffer from a large earthquake. Local damage resulting from the earthquake and aftershocks amounted to around \$31 million, with an estimated \$1.7 million in damages occurring on the West Hills Community College (WHCC) campus. The college's theatre, pools, gymnasium, chemistry lab, and several other facilities suffered damages. In some areas, problems could have been prevented and the college is taking steps to forestall future damage. WHCC learned several valuable lessons about disaster preparedness as the result of the earthquake, including the following: (1) chemicals

must be stored in secure facilities; (2) maintenance personnel should know the location of chemical storage sites and the nature of the chemicals stored; (3) all buildings should be up to current codes; (4) maintenance staff should know the location of electric generators, and gas, electricity, and water shut-offs; (5) evacuation plans and drills should be conducted in dormitories; and (6) the college should play a major role in community recovery efforts. (LAL)

ED 243 528 JC 840 201

Workman, John F. And Others
College Student Graffiti: Clues to Student Needs, Conflicts, Frustrations and Preoccupations.

Pub Date—83

Note—15p; Paper presented by John F. Workman at the Fall Meeting of the California College Personnel Association (Asilomar, CA, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, Community Colleges, Females, Males, *Sex Differences, *Student Behavior, *Student Interests, *Student Problems, Two Year Colleges, *Two Year College Students

Identifiers—*Graffiti

In spring 1978, a study was conducted at a large community college in Southern California to determine what washroom graffiti revealed about the concerns of community college students. Graffiti were monitored for a 1-month period in one male and one female washroom in each of six classroom and general purpose buildings. Graffiti were copied verbatim on index cards and assigned to one of 17 categories: sexual request, political, sexual insult, sexual humor, general insult, racial insult, sexual/scatological words, names, racial/sexual insult, cry for help, general humor, moral, romantic, religious, drugs, general racial, and miscellaneous. An analysis of the 379 units of graffiti copied indicated: (1) men and women produced roughly equal amounts of graffiti; (2) male graffiti tended to fall in the areas of sexual requests (18.6%), political comments (11.3%), sexual insults (9.6%), and sexual humor (7.9%); (3) female graffiti tended to be in the categories of romantic (28.1%), names (18.3%), miscellaneous (8.8%), religious (7.4%), and moral (6.9%); (4) for every erotic reference in the women's washrooms there were two romantic ones, while in the men's washrooms there were ten erotic references for every romantic reference; (5) the general purpose, library, and administration buildings had the greatest amount of graffiti; and (6) 44% of the graffiti in the humanities building had homosexual references, compared with only 8% in the science building. (HB)

ED 243 529 JC 840 202

Coffey, Janis Cox

RETNA: Regional Employment and Training Needs Assessment Project.
Los Rios Community Coll. District, Sacramento, Calif.

Pub Date—Jan 84

Note—52p.

Pub Type—Reports — Descriptive (141) — Reports — Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Surveys, Computer Oriented Programs, *Databases, Educational Needs, Employer Attitudes, *Employment Opportunities, *Employment Projections, Job Skills, Job Training, *Labor Needs, *Needs Assessment, *Occupational Information, Occupational Surveys, Questionnaires, School Business Relationship

The Regional Employment and Training Needs Assessment (RETNA) project was organized to determine both current and projected employment and training needs in specific industries and occupations in the Sacramento area. The project involves the development of a prototypical computerized database developed from survey research on employment needs and job skills requirements. The first surveys conducted as part of the RETNA project were sent in September and October 1983 to selected employers in the area as well as to firms planning to locate near Sacramento. These surveys solicited detailed information about the basic skills, education, and specific technical skills needed in two occupations in the computer industry and two in the electronics industry. The information in the RETNA database is intended to be used by area education and training organizations in the develop-

ment and upgrading of vocational programs. This report provides information on: (1) the need for RETNA; (2) survey research methodology and design, including a discussion of survey development, selection of employers to be surveyed, and response rates; (3) the components of the RETNA database; (4) initial results of a general employer survey and the four occupation-specific surveys; and (5) next steps in RETNA development. Appendices include the surveys, a technical summary of the RETNA project's interactive computer prototype and its operating environment, and a list of RETNA advisory committee members. (HB)

ED 243 530 JC 840 203

Coffey, Janis Cox

Planning for Change: Assessing Internal and External Environmental Factors.
Los Rios Community Coll. District, Sacramento, Calif.

Pub Date—Mar 84

Note—205p.

Pub Type—Reports — Research (143) — Reports — Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*College Planning, *Community Characteristics, Community Colleges, Demography, *Enrollment Influences, *Enrollment Trends, *Institutional Characteristics, *Population Trends, Two Year Colleges

Identifiers—*California

This report provides, first, an overview of the external and internal environmental factors affecting planning in California's community colleges; and, second, an examination of the influence of the demographics of the Los Rios Community College District (LRCCD). After an executive summary, introductory material discusses ways in which change can be planned through the assessment of internal and external environmental factors. Part I begins with a discussion of how the state's colleges are affected by external forces, such as an aging population, large minority enrollments, inadequate student preparation, limits on government spending, competition for state funds, the state of the labor market, increased accountability and regulation, and public opinion. This section goes on to examine internal environmental factors, including enrollment-driven funding formulas, staff compensation, faculty tenure, collective bargaining, affirmative action, and pressures for centralization. Part II focuses on the LRCCD, comparing the demographics of each college in the district and the district as a whole with those of their service areas. Part III offers conclusions, and appendices provide data on student enrollment by zip code and campus; and census profiles by campus and district. (HB)

ED 243 531 JC 840 204

Nespoli, Lawrence A.

Maryland Community Colleges 1983 Program Evaluations.

Maryland State Board for Community Colleges, Annapolis.

Pub Date—Apr 84

Note—186p.

Pub Type—Reports — Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—College Transfer Students, *Community Colleges, Educational Assessment, Education Work Relationship, Enrollment, Followup Studies, Job Placement, Law Enforcement, Program Costs, *Program Evaluation, State Surveys, *Statewide Planning, *Transfer Programs, Two Year Colleges, *Vocational Education

Identifiers—*Maryland

As part of an annual statewide evaluation process, quantitative information on community college programs is reviewed by the Maryland State Board for Community Colleges. Subsequently, a qualitative assessment is conducted by a selected individual community colleges in response to specific questions raised by the Board. This report contains the results of individual qualitative evaluations of 48 programs throughout the state and results of a statewide evaluation of criminal justice/law enforcement programs. First, the statewide evaluation of criminal justice/law enforcement programs is presented and includes a description of the programs in the state, student trends and characteristics, an evaluation of program performance, and discussion and recommendations. Next, the qualitative evaluations of 48 programs at 17 of the state's community colleges are presented. These reports specify the college, program title, and level of award to students completing

the program, followed by responses to questions related to problems such as the inadequacy of follow-up surveys for drawing conclusions about job placement; high or increasing program costs; low or declining student enrollments; low satisfaction with employee preparation; and low student transfer rates. In the evaluations, the colleges identify factors accounting for the problem, submit additional information, and indicate plans for addressing the issue. (HB)

ED 243 532 JC 840 205

McGuire, Joan And Others

The Development of a Support Program for Learning Disabled Students in a Junior College Setting.

Mitchell Coll., New London, Conn.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Apr 84

Grant—G008101598

Note—88p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports — Evaluative (142) — Guides — Classroom — Learner (051) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Ancillary School Services, *Educational Diagnosis, *Learning Disabilities, Program Descriptions, Program Evaluation, Questionnaires, *Self Evaluation (Individuals), *Special Programs, Study Skills, Teacher Attitudes, Two Year Colleges, *Two Year College Students

Identifiers—*Mitchell College CT

Descriptive and evaluative information is provided on the approach used by Mitchell College, a small, private, liberal arts junior college, to meet the needs of learning disabled (LD) students. Introductory material cites the growing number of LD adults pursuing postsecondary educational options and describes the development of a learning resource center (LRC) at the college to provide academic support to LD and other students. Next, the goals and objectives of the LRC are specified, including: (1) to conduct informal and/or formal diagnostic assessment of students referred to the LRC; (2) to develop an individualized educational program for each student which states performance objectives to be met; (3) to provide tutoring in study techniques and time management, textbook reading, note taking, memory techniques, test taking, reading comprehension, vocabulary development, written expression and proofreading, verbal and math problem solving, and interpretation of visual materials; and (4) to develop a continuum of academic support services. Following a description of the program and the diagnostic procedure used, results are presented from an evaluation of the LRC based on data on students served, faculty/administrator surveys, and participant surveys. Finally, a discussion is presented of implications for future program development and continued investigation. In addition to survey instruments, appendices provide a complete Learning Skills Diagnostic Packet, which contains goals and objectives for skill areas, informal assessment techniques, and diagnostic profiles for each skill area. (LAL)

ED 243 533 JC 840 206

Sotiriou, Peter Elias

Reasoning: The Deep Structure of Study Skills Instruction.

Pub Date—84

Note—10p; Document will not reproduce well.

Pub Type—Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, *Learning Strategies, *Logical Thinking, Postsecondary Education, *Study Skills, *Teaching Methods

Four reasoning skills help explain the processes that students need to use in completing various study skills exercises: (1) classification—the process that a student uses to name a body of information or to associate a bit of information with a larger chunk of information; (2) sequencing—the process by which a student organizes information into logical steps or patterns; (3) evaluation—the process by which the student judges the relative merit of a particular objective, work, or idea; and (4) synthesis/creation—the skill a student must use to create something original. These reasoning skills, and the understanding that there are various levels of sophistication inherent in each, have tremendous teaching applicability. When teaching students to

take notes, use the SQ3R study system for analyzing texts, or write essay exams, instructors should analyze the activities with respect to the reasoning skills employed; clarify for students the skills they should be using; and evaluate student performance in terms of weaknesses in particular reasoning skills. The task of study skills instructors is now to elaborate on this basic list of four reasoning skills to provide a hierarchy of skills within each reasoning process. (HB)

ED 243 534

JC 840 208

Bray, Dorothy
Remediation, Retention, Rigor and Reform—The

New 3 R's Plus One.

Pub Date—27 Apr 84

Note—17p; Paper presented at the Meeting of the Northern Adult Education Association and the Washington Association of Developmental Education (Seattle, WA, April 27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Community Colleges, *Developmental Studies Programs, *Educational Change, *Program Improvement, *Remedial Programs, *School Holding Power, Two Year Colleges

Identifiers—*Learning Assessment Retention Consortium CA

This examination of the issues of reform pertinent to adult and developmental education focuses largely on the activities and recommendations of the Learning, Assessment, Retention Consortium (LARC) of California with respect to these concerns. The first sections of the paper address the problem of underprepared college students, and the policy issues that have emerged in the debate over literacy. The next section considers the question of educational reform, focusing on top-down responses in areas such as program evaluation, institutional policies on credit and advisement, increased academic rigor, and revised teacher roles; and bottom-up responses which value college-based efforts, collaboration, and teaching and learning strategies. Following an overview of major trends in remediation, political questions and complaints about the current state of remedial/developmental education are highlighted. The next sections focus on LARC's responses to the questions central to the current debate over remedial education, looking at: (1) the major objectives of the consortium; (2) the premises developed about remedial education; (3) major strategies, i.e., a comprehensive assessment, placement, learning, follow-up system; identification and sharing of promising practices; use of faculty teams to increase credibility; use of visiting teams for training; information dissemination; and database development; (4) study findings regarding retention and remediation; and (5) special projects. Finally, 10 activities are suggested to provide purpose for remedial education. (LAL)

ED 243 535

JC 840 209

Rasor, Richard A. Powell, Tom
Predicting English Writing Course Success with the Vocabulary and Usage Subtests of the Descriptive Tests of Language Skills of the College Board.

American River Coll., Sacramento, CA.

Pub Date—84

Note—34p.

Pub Type—Reports — Research (143) — Numerical/Quantitative Data (110)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Achievement Tests, Community Colleges, English Instruction, *Grade Prediction, Grades (Scholastic), *Predictive Validity, *Student Placement, *Test Validity, Two Year Colleges, Two Year College Students

Since fall 1983, each student intending to enroll in an English course at American River College (ARC) has been required to take a placement test consisting of the vocabulary and usage subtests of the Descriptive Tests of Language Skills of the College Board. A study was conducted to establish the predictive capability of the test by correlating course grades with test results. Correlation values were determined only for grades A to D, as experience indicated that F grades were frequently undistinguishable from W (withdrawal) grades and neither grade was given primarily to low-ability students. Due to a lack of normative data for the test, it was not possible to compare ARC results with other norms. The study found no correlation between grades and test scores for three of four En-

glish courses. Based on study findings, the following recommendations were made: (1) locate or develop a criterion-based test using a writing sample to place students; (2) if this is not possible, expand the current placement test to include other subscales or consider a different test; (3) if these options are not possible, eliminate the vocabulary test and include the sentence structure subtest; (4) establish reasonably common criteria for grading; (5) continue the policy of using placement test scores only for guidance purposes until validity has been established; and (6) have assessment test results and grades in a centralized computer. (LAL)

ED 243 536

JC 840 210

Ludwig, Terry And Others

Admiral Corporation and Carl Sandburg Community College Score through JTPA.

Carl Sandburg Community Coll., Galesburg, IL.

Pub Date—[84]

Note—7p.

Pub Type—Reports — Descriptive (141) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Cooperative Programs, Economic Development, *Employment Programs, Federal Programs, Government School Relationship, *Inplant Programs, On the Job Training, *School Business Relationship, Two Year Colleges

Identifiers—*Job Training Partnership Act 1982

The Admiral Corporation, the Illinois Department of Commerce and Community Affairs (DCCA), the Illinois State Board of Education (ISBE), the area administrative entity for the Job Training Partnership Act (JTPA), and Carl Sandburg Community College (CSCC) recently joined in an effort to provide training and jobs for unemployed workers in Galesburg, Illinois. The following steps were components of the joint project: (1) the Admiral Corporation, which was planning an expansion of over 500 employees, was contacted by the Illinois DCCA with an offer of access to a number of economic development opportunities available from local, state, and federal sources; (2) CSCC participated in these discussions and arranged to coordinate the training grant application; (3) JTPA representatives worked with Admiral officials to establish training programs and negotiate costs; (4) funding was secured from JTPA and the local Job Service office; (5) CSCC applied for a High Impact Training grant to help underwrite the instructor cost being incurred by Admiral; and (6) 138 economically disadvantaged persons were hired and trained by Admiral. The cooperative effort illustrated the importance of: an attitude receptive to innovation and change that gives priority to business and industry needs; the value of creativity and innovation in program planning and delivery; networking (communication among agencies); quality control; and success. (AYC)

ED 243 537

JC 840 211

Stein, June B.

Should Late Enrolling New Students Be Registered for Classes?

Minneapolis Community Coll., Minn.

Pub Date—Apr 84

Note—6p.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Academic Persistence, Community Colleges, *Late Registration, Student Attrition, Two Year Colleges, *Two Year College Students

New and continuing students at Minneapolis Community College (MCC) are permitted to enroll and register through the first week of classes. Students who apply and register just before classes begin or during the first 5 days of a quarter always seem to require more staff and counselor time than normal. A study was conducted to determine whether the grades and retention rates of these late-enrolling students justified the extra time and effort required to enroll them. The study examined data on 175 new students who registered for classes between 3 days before classes started and 8 days into the quarter, comparing the number of credits taken, grade point average, and next-term persistence for this group with data for the total student body. Study findings revealed: (1) 25.1% of the late-enrolling new students earned no grade points, as compared to 21.4% for the student body as a whole; (2) the proportion of the late group who received an "A" grade was 28.0%, compared to 17.6% for the total student body; and (3) of the 175

late-enrolling new students, only 23.4% registered the following quarter, compared to rates of retention of 60.2% to 65.5% recorded for the student body as a whole in studies conducted in 1976 and 1979. (HB)

ED 243 538

JC 840 214

Richards, William R.

Developmental Studies as a College Division.

Pub Date—Apr 84

Note—10p; Paper presented at the Annual Conference of the Western Collegiate Reading and Learning Association (San Jose, CA, April 5-8, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Departments, *Models, *Organizational Change, Program Development, Remedial Programs, *Student Personnel Services, *Tutorial Programs, Two Year Colleges

Identifiers—*Denver Auraria Community College CO

Prior to 1980, instructional support services were scattered in various divisions throughout Denver Auraria Community College (DACC), with little sense of mission and coordination. In 1980, the college developed a model for a coordinated instructional support division, based on the identification of the most important instructional and organizational elements of the division and the preparation of goals and objectives for each element. All existing remedial/developmental courses were grouped together; a basic skills assessment was correlated to appropriate curricula; the role of the Learning Development Center was divided into basic skills tutoring and other types of tutorial support; adjunct courses were developed that incorporated basic skills strategies into content courses; and faculty assistance efforts were initiated in the forms of staff development workshops, text readability scans, and in-class presentations for students on skill topics. The use of the model in division planning and review has greatly assisted in bringing together those scattered tutorial services, streamlined staff development efforts, enhanced in-service programs for content staff, stretched resources, and given each of the developmental programs the educational and funding status of belonging to a fully recognized and equally funded division. (HB)

ED 243 539

JC 840 215

Joseph, Wise B.

Position Paper on International Studies Program

at C. S. Mott Community College.

Charles Stewart Mott Community Coll., Flint, Mich.

Pub Date—24 Feb 81

Note—17p.

Pub Type—Opinion Papers (120) — Reports — Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Cooperative Programs, *Curriculum Development, *International Studies, *International Trade, School Business Relationship, Two Year Colleges

This descriptive report outlines the history and operation of the International Studies Program at Charles Stewart Mott Community College (MCC). First, introductory material discusses the growing importance of international studies in the nation's community colleges. Next, the need for an international studies and international trade program at MCC is addressed in terms of the economic stagnation and limited prospects for growth of the college's service area. After the process of the development of the International Studies and International Trade Program at MCC is outlined, the objectives, operational strategies, and instructional methodologies of the program are described. Specific steps and strategies are detailed, including the development of a global perspective in existing courses, the creation of an international studies curriculum, the provision of information on international trade to local entrepreneurs, and the organization of travel abroad programs for students and business representatives. Next, an update is provided of more recent developments, including the establishment of a Center for International Studies and Trade in 1980; the publication of a newsletter, "International Perspectives"; the hosting of a conference on international studies and trade; the conducting of workshops and seminars on international trade for local businesses; and the initiation of a consortium of Michigan community colleges con-

cerned with international development. (HB)

ED 243 540 JC 840 217

Haase, M. H. Caffrey, Patrick

The Impact of a Coordinated Assessment/Advisement/Placement Process on Student Success and Retention. Statistical Response to a Grant Proposal.

Sacramento City Coll., Calif.

Pub Date—Mar 84

Note—27p.

Pub Type—Numerical/Quantitative Data (110) —

Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Advanced Placement, Community Colleges, *Grades (Scholastic), *Prerequisites, *Student Placement, Two Year Colleges, Two Year College Students

Identifiers—Waivers

The assessment/advisement/placement process utilized at Sacramento City College (SCC) includes a waiver system designed to meet the needs of those students who have demonstrated proficiency by means other than the usual assessment process. In fall 1983, 506 students were permitted to enroll in a variety of classes on the basis of having taken a prerequisite course in high school, at SCC, at another Los Rios Community College District college, or at an out-of-district college; having an American College Testing Program (ACT) score above 21; having a Scholastic Achievement Test (SAT) score above 500; having a Test of English as a Foreign Language Test (TOEFL) score above 375; or possessing a college degree. A study conducted to determine the academic success rates of these students revealed: (1) 38.1% of the students received an A, B, C, or credit grade in the course, while 9.3% received a D, F, or no credit grade; (2) success rates ranged from 44% to 66% based on the type of waiver received, with students who had high TOEFL scores having the highest level of success; and (3) students who availed themselves of the established assessment/advisement/placement process had success rates ranging from 61% to 77%. The study report includes tables indicating grades by course for all waiver students and by type of waiver. The research proposal is appended. (HB)

ED 243 541 JC 840 218

Alvarez, Ana Isabel And Others

Black and Latino Transfer Barriers at City College of San Francisco: A Pilot Study.

City Coll. of San Francisco, Calif.

Pub Date—May 84

Note—64p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Black Students, *College Transfer Students, Community Colleges, *Enrollment Influences, *Hispanic Americans, Participant Satisfaction, *Student Attitudes, *Student Characteristics, Student Problems, Transfer Programs, Two Year Colleges, *Two Year College Students

Prompted by concern over the low transfer rates of Black and Latino two-year college students in California, a study was conducted at the City College of San Francisco (CCSF) to examine the influence that student and institutional characteristics have on the access of CCSF's Black and Latino students to four-year colleges. Questionnaires were distributed to 620 Black and Latino students, requesting information on sociodemographic characteristics; educational goals, attitudes, and experiences; cultural values; family structure and values; sex role values; personal characteristics; social network involvement; beliefs about transfer; and moods. Study findings, based on responses from 63 Latino and 66 Black full-time students, included the following: (1) 79% of the respondents planned to transfer; (2) 54% identified transfer as their educational goal, compared to 47% of the overall CCSF student body; however, only 20.7% had a favorable attitude toward the transfer process; (3) more than 60% perceived lack of money as the most serious barrier to transferring; and (4) over half of the respondents planning to transfer identified lack of information, the complexity and the cost of transferring, lack of financial assistance, job responsibilities, and lack of teacher encouragement as problems related to transfer. The survey instrument is appended. (HB)

ED 243 542 JC 840 219

Ehrenpreis, S. D.

The Appropriate World History for the Community College: Constructing a Syllabus and Selecting Suitable Supplemental Readings and Audio-Visual Aids.

Pub Date—28 Dec 83

Note—31p.; Paper presented at the Annual Meeting of the American Historical Association (San Francisco, CA, December 28, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiovisual Aids, Community Colleges, *Course Content, Course Descriptions, Course Objectives, Curriculum Development, *History Instruction, Textbook Selection, Two Year Colleges, Two Year College Students, *World History

A description is provided of the development of "The History of the Modern World," a one-semester course offered at Bronx Community College (BCC), which was designed to survey the major aspects of the significant events that are part of the political, economic, social and cultural heritage that have shaped the course of world history since 1850. The first sections of the paper look at the changes in the curriculum and student body of BCC which led to the abandonment of the traditional two-semester western civilization course in favor of the world history course. The objectives of and topics covered during the course are outlined next, followed by information on assignments, supplementary audio-visual materials and the role of the Learning Resources Center. Next, four course parameters are discussed: (1) the emphasis on the modern world; (2) the use of the mid-nineteenth century as the starting point; (3) the use of a chronological-topical approach; and (4) the avoidance of the esoteric and the emphasis on breadth. The next section discusses the problems encountered in the selection of the course's narrative text, source readings, and audio-visual materials. Finally, information is offered on examinations, tutorial assistance, review sessions, and student feedback. The course syllabus, samples of supplementary readings, and a handout presenting items (e.g., individuals, concepts, events, and publications) for students to identify are attached. (HB)

ED 243 543 JC 840 220

Cohen, Arthur M.

Hispanic Students and Transfer in the Community College.

Pub Date—23 May 84

Note—17p.; Paper presented at the Hispanic Roundtable Talk of the American Association of Community and Junior Colleges (Phoenix, AZ, May 23, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Transfer Students, *Community Colleges, *Dropout Prevention, Educational Responsibility, *Enrollment Trends, *Hispanic Americans, Postsecondary Education, *Student Attrition, Student Characteristics, Student Personnel Services

A discussion is presented of Hispanic community college students and the prospects and problems related to their transfer to four-year institutions and progress toward the baccalaureate degree. First, the question of Hispanic student transfer rates is placed in the context of community college enrollment/transfer patterns in general and Hispanic participation rates at all levels of education. Data are provided reflecting the overall deemphasis of the transfer function in community colleges, the differential progress of Anglo and Hispanic students throughout the educational system, the participation rates of Hispanic students in community college education, and community college graduation rates. In addition, flaws and gaps in the data on transfer and student success are highlighted. Then, problems of and barriers to transfer to four-year institutions by Hispanic students are presented, with focus on the characteristics of community college which mitigate successful transfer for all student groups (e.g., lower funding levels, inadequate communication with students regarding transfer, inability to elicit strong student commitment to and involvement with the college, insufficiently demanding academic standards, articulation problems, and underprepared students). Next, improvements in the situation of minority students in the community colleges are discussed, including affirmative action rules, increased interest by phil-

anthropic foundations in minority students, and college-level minority-oriented programs. Finally, ways of improving the transfer process are suggested, including better articulation with universities, stronger remediation and counseling services, and special activities for Hispanic students. (HB)

ED 243 544 JC 840 222

Huber, William G.

A Guide to Facility Use for Non-College Users. Working Paper Series.

National Council on Community Services and Continuing Education.

Pub Date—84

Note—13p.; Originally appeared as an insert in the Community Services Catalyst; v14 n2 Spring 1984.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Policy, *College Buildings, Community Colleges, *Community Services, *Educational Facilities, Fees, *Policy Formation, *School Community Relationship, Two Year Colleges

Identifiers—*County College of Morris NJ, *Facility Use

In developing or revising a policy for the use of college facilities by non-campus groups, several issues must be considered after the board of trustees has formally authorized the practice. First, a determination must be made on whether to interpret this authorization broadly and allow for heavy use, or narrowly and restrict use. Second, the college administration must decide which groups have priority in the use of resources. Third, administrative convenience and the need to avoid confrontation between campus and non-campus groups must be taken into consideration. Fourth, the college must consider how best to minimize, manage, and insure against risk. Fifth, the best methods of protecting the college's physical plan must be identified. Sixth, the amount of employee time and energy involved in making college facilities available to outside groups must be understood. Finally, the college must set policy regarding usage and rental fees. Concerns stemming from these issues prompted the re-evaluation of County College of Morris's (CCM'S) facility-use policy, and a committee was established to develop proposals for a new college policy. The elements to be covered in the policy were statement of purpose; users, eligibility, and equipment; insurance; personnel; supplies; regulations; conduct and compliance; fees; food service; and alcoholic beverages. A formula for determining rental fees and other costs at CCM is appended. (HB)

ED 243 545 JC 840 223

Shaw, William F.

Institutionalizing Staff Development.

Pub Date—[84]

Note—9p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Community Colleges, *Faculty Development, Needs Assessment, Professional Development, Program Descriptions, Teacher Administrator Relationship, Teacher Developed Materials, *Teacher Participation, Teacher Workshops, Two Year Colleges

Identifiers—*Golden West College CA

Three years ago, Golden West College (GWC) decided to make a major commitment to staff development as a means of revitalizing the college. This commitment was evidenced through the creation of the position of Dean of Educational Development, who is responsible solely for serving faculty needs; the Educational Development Center, which houses the activities associated with staff development; and the Educational Development Assistance Fund, which provides resources for faculty to improve classroom teaching activities. The GWC staff development program is highly individualized, focusing on: (1) conducting workshops in response to identified needs and interests; (2) promoting new ideas that appear in the literature by making journals and books dealing with the teaching/learning process available in the Educational Development Center and through a bi-weekly newsletter which brings selected articles to faculty attention; (3) facilitating the classroom application of what faculty members have learned in workshops; and (4) providing incentives and rewards for faculty participation in the forms of salary unit credit, sabbatical leaves, supplementary pay, royalty payments for instructional materials, and peer recognition. (AYC)

ED 243 546

JC 840 224

Bray, Dorothy

The Evaluation of Remedial Programs in the Community Colleges.

Sacramento City Coll., Calif.

Pub Date—May 84

Note—16p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Developmental Studies Programs, *Evaluation Criteria, *Evaluation Methods, *Program Effectiveness, *Program Evaluation, *Remedial Programs, Two Year Colleges

Identifiers—California

Various aspects of the goals and processes of the evaluation of remedial programs are discussed in this paper. The first section discusses assumptions related to remedial program evaluation in California's community colleges and highlights two perspectives, based on whether the remedial programs satisfy internal and/or external criteria. Next, a review is provided of currently available information on remedial programs and the elements related to effectiveness in successful programs. The following section offers assumptions about factors contributing to the program effectiveness at the state or system level, the institutional level, the programmatic level, and with respect to students and learning in remedial programs. Next, activities are suggested contributing to program evaluation and a model is presented recommending activities and areas of investigation. Issues, problems, and priority concerns are then outlined with respect to the role of management in program evaluation. Finally, a check list of factors influencing efficiency and effectiveness is provided, covering comprehensiveness, institutional factors, and student performance. (HB)

ED 243 547

JC 840 225

Netherton, Jean C. And Others

Computer Assisted Instruction: A Decade of Experience in Humanizing the Use of High Tech.

Pub Date—4 Apr 84

Note—31p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, *Computer Assisted Instruction, Courseware, Faculty College Relationship, *Humanistic Education, *Program Development, Reduction in Force, Two Year Colleges

Identifiers—*Northern Virginia Community College, *TICCIT Computer System

These four presentations provide information on various aspects of the use of the Time-shared, Interactive, Computer Controlled, Information Television (TICCIT) system by Northern Virginia Community College (NVCC). First, Jean C. Netherton provides background on the 10-year history of NVCC's involvement with the TICCIT system and offers information about TICCIT operations, equipment, usage, and acceptance among students. Next, J. Clarence Sasser refutes the myth that computers in education threaten faculty jobs, arguing that the institution has a great deal of control over the development of computer use in instruction and thus is responsible if jobs are threatened. Then, Monica Sasser examines two courseware related myths; i.e., computer systems come with courseware and institutions will not have to invest in course development; and creating course materials is easy. Rather, Dr. Sasser argues, computer-based instruction is a labor intensive, expensive undertaking and the introduction of the TICCIT system at NVCC brought about problems based on the pedagogical value of the materials developed. Finally, Barbara Wyles confronts the notion that computer-assisted instruction translates qualitative disciplines into quantitative skills, turning humanists into technocrats. (HB)

ED 243 548

JC 840 226

Facts and Figures: 1982-83. A Statistical Digest of Information on the Community College of Rhode Island.

Community Coll. of Rhode Island, Warwick.

Pub Date—[83]

Note—32p.

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Faculty, College Programs, *Community Colleges, Educational Facilities, *Educational Finance, *Educational Trends, Enrollment Projections, *Enrollment Trends, School Personnel, State Surveys, Two Year Colleges, *Two Year College Students

Identifiers—Rhode Island

Historical and current (1982-83) data are presented on the students, programs, staff, facilities, and finances of the Community College of Rhode Island (CCRI). First, a message from the college president provides highlights of the 1982-83 year and points to future directions for CCRI. Next, information on the student body is presented, including data on fall enrollment from 1976 to 1983; enrollment by location; enrollment by full-/part-time and day/evening status; student characteristics (i.e., sex, age, race, and residency); retention and graduation rates for 1979 incoming students; acceptance and enrollment rates for CCRI transfer students from 1979-80 through 1981-82; and enrollment in non-credit and community service courses. Following a listing of the degree and certificate programs offered by CCRI, data are provided on enrollment by program of study and graduates by program for 1976-77 through 1981-82. The following section provides statistics on faculty characteristics, faculty salary by rank, rank of 1982-83 faculty by program area, and staff characteristics. Following brief portraits of CCRI's Knight and Flanagan campuses, financial data are presented focusing on tuition and fee increases (1970-71 to 1982-83), unrestricted revenues and expenditures (1976-77 to 1982-83), and student financial aid awards. Finally, full-time equivalent and headcount enrollments are projected for 1985, 1990, and 1995. (HB)

ED 243 549

JC 840 227

Facts and Figures: 1983-84. Annual Report and Statistical Digest.

Community Coll. of Rhode Island, Warwick.

Pub Date—Feb 84

Note—38p.

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Faculty, College Programs, *Community Colleges, Educational Facilities, *Educational Finance, *Educational Trends, Enrollment Projections, *Enrollment Trends, School Personnel, State Surveys, Two Year Colleges, *Two Year College Students

Identifiers—*Rhode Island

A narrative account highlighting the achievements of the Community College of Rhode Island (CCRI) during the 1982-83 academic year and fall 1983 semester is presented in this report along with historical and current data on enrollments, programs, staff, and finances. First, the annual report of the college president provides an overview of enrollments, faculty and staff, educational program highlights, facilities, special events, athletics, and projections for the year ahead. Next, statistical data are provided regarding: (1) students, including information on fall enrollments from 1976 through 1983; off-campus enrollments; enrollments by full-/part-time status, day/evening attendance, and campus for 1980-81 through 1983-84; student characteristics; retention rates of incoming students; transfers to other colleges and universities; plans of 1983 graduates; and enrollment in non-credit community service programs; (2) program enrollment from 1976-77 through 1982-83; (3) faculty and staff, including information on faculty characteristics, faculty salary by rank, faculty rank by program, and staff characteristics; and (4) finances, including statistics on full-time tuition and mandatory fees per semester, general education revenues and expenditures, and student financial aid awards. (HB)

ED 243 550

JC 840 229

Cohen, Elaine Landau

Assessment, Advising and Early Warning: Strategies for Improving Retention.

Santa Barbara City Coll., Calif.

Pub Date—Apr 84

Note—22p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, *College Environment, Community Colleges, *Organizational Change, Program Development, Program Effectiveness, *School Holding Power, *Student Attrition, *Student College Relationship, Two Year Colleges

Identifiers—*Santa Barbara Community College CA

Faced with high rates of student attrition, Santa Barbara Community College (SBCC) established a committee to assess the effectiveness of the college's support services; review research on student retention; and recommend ways of improving student success through academic skills assessment, student academic advisement, articulation and coordination of support services, and integration of academic skills assessment into the instructional program. The committee offered recommendations regarding assessment, advisement, early warning and coordination of support services, institutional fit, and college honors. The following recommendations were implemented: (1) beginning in fall 1983, all full-time students or students who wish to enroll in reading, writing, English as a Second Language (ESL) or certain math classes have been assessed in reading, writing, and math skills; (2) new students are assigned to group advising sessions prior to registration, and students on academic or progress probation are required to have counseling; (3) short courses in reading, writing, study skills, and other areas have been developed, and a referral form and directory was prepared; (4) activities and programs were developed to improve the match between the college's goals, programs, structure, environment, and expectations and the needs and expectations of students; and (5) honors courses were drafted. Studies conducted since the implementation of these recommendations showed a general improvement in certain classes and lower attrition rates. Grade and attrition data are appended. (HB)

ED 243 551

JC 840 230

Guidelines Manual for Fund Raising and Donations.

Tidewater Community Coll. Educational Foundation, Inc., Portsmouth, VA.

Pub Date—Oct 83

Note—104p.

Available from—Tidewater Community College Educational Foundation, Inc., State Route 135, Portsmouth, VA 23703 (\$5.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Administrative Policy, Community Colleges, *Fundraising, *Philanthropic Foundations, *Private Financial Support, Two Year Colleges

Guidelines and procedures for fund raising and the acceptance of gifts at Tidewater Community College (TCC) are presented in this manual. First, general information is provided on the acceptance of gifts of cash, securities, real estate, insurance, personal property, equipment, and gifts requiring the expenditure of funds. Next, general procedures are outlined for record keeping and accounting, requests for information from external sources, acknowledgement of gifts, general fund raising activities, student organizations, and media and publicity. The following sections provide detailed information on the procedures for: (1) accepting gifts of cash or by check; (2) accepting gifts of equipment, supplies, and other items that require an appraisal of value; (3) accepting gifts from non-profit organizations; (4) accepting anonymous gifts; (5) creating a memorial fund; (6) directing and accepting honoraria; (7) establishing scholarship funds; (8) fund raising by student organizations; (9) initiating a payroll deduction; and (10) naming the TCC Educational Foundation, Inc., as beneficiary to an estate, in other forms of planned giving programs, as owner and beneficiary of life insurance policies, or as owner, co-owner, or beneficiary of United States Payroll Savings Bonds. Forms, instruction sheets, memoranda, and letters concerned with particular fund raising and donation activities are included in the report and appendices. (HB)

ED 243 552

JC 840 231

Rounds, Jeanine C.

Entrance Assessment at Community Colleges: A Decade of Change.

Pub Date—[84]

Note—13p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, Community Colleges, *Educational Diagnosis, *Educational Trends, Literature Reviews, *Student Placement, *Testing Programs, Two Year Colleges

This chronological review of research and educational literature traces the growth in the use of standardized and locally developed assessment

instruments in community colleges over the past decade. The literature review covers the following aspects of the issue of student assessment: (1) studies from the early 1970's showing a negative attitude toward testing among California community colleges, and the predominance of the American College Testing Program (ACT) tests among colleges that did assess their students; (2) the increased incidence of mandatory testing programs; (3) the increase in the use of locally developed tests; and (4) the expansion of the skill areas being tested and the purposes for which the test scores were used. (HB)

ED 243 553 JC 840 232

Martorana, S. V., Ed. Piland, William E., Ed.
Designing Programs for Community Groups. New
Directions for Community Colleges, Number 45.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-87589-987-0

Pub Date—Mar 84

Contract—400-83-0030

Note—114p.

Available from—Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104 (\$8.95).
Journal Cit—New Directions for Community Colleges; v12 n1 1984

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Community Characteristics, *Community Colleges, *Community Organizations, *Community Services, *Cooperative Programs, Curriculum Development, Program Development, *School Community Relationship, Two Year Colleges

This collection of articles addresses the role of community colleges in serving the specialized interests of organized community groups. After introductory comments on the topic, Seymour Eskow discusses how societal changes necessitate a reexamination of the role of the community college and an increased orientation to community organizations. Next, Lynn H. Willett presents a model utilizing a six-phase process to facilitate college/community collaboration. John Hyland's discussion of communities as centers of organized racial, ethnic, religious, social, and cultural groups is followed by Joseph A. Borgen and William B. Shade's presentation of a case study of the involvement of communities in Terre Haute, Indiana, in human resource and economic development. Next, Edward D. Goldberg discusses the relationship between federal and state interests and local community interests, and presents a four-step process which can be used by local decision makers in mobilizing institutional resources. Dan E. Moore presents results from a statewide needs assessment conducted to determine adult education priorities in Pennsylvania, and considers the value of these findings for educators working at the local level. S. V. Martorana and William E. Piland pose three basic questions that community colleges must confront if they are to tackle the mission of serving organized community groups. Finally, Jim Palmer presents a review of the literature on community and college relations. (HB)

ED 243 554 JC 840 233

Riley, Michelle

The Community College General Academic Assessment: Los Angeles District, 1983.

Center for the Study of Community Colleges, Los Angeles, Calif.

Pub Date—15 Feb 84

Note—72p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement Tests, *College Transfer Students, Community Colleges, Correlation, Educational Background, *Liberal Arts, Multicampus Districts, Race, Scores, *Student Characteristics, Two Year Colleges, *Two Year College Students

Identifiers—*General Academic Assessment, *Los Angeles Community Colleges CA

Information is provided on the characteristics of Los Angeles Community College District (LACCD) students and their general education and liberal arts knowledge. The first sections of the report provide information on the development and

administration of the General Academic Assessment (GAA), an instrument containing representative items in the humanities, sciences, social sciences, mathematics, and English usage; and background items about the students' age, college credits earned, educational and occupational aspirations, self-assessment of skills, and liberal arts background. Next, the characteristics of the sample of 3,729 LACCD students who completed the GAA (representing 3% of the total district population) are outlined by campus. The bulk of the report consists of a tabular presentation of findings, covering: (1) means on GAA scales by age, number of completed college units, location of high school from which student graduated, highest degree held, when student anticipates receiving the associate degree, reason for attending college, race, whether or not English is the native language, career aspirations, and self-rating on scale-related skills; (2) means and percent change of means on GAA scales by number of completed courses in scale-related curriculum, and on total liberal arts scale by total number of completed college units; (3) number of completed math, English, social science, humanities, science, and total courses by race; and (4) means on discipline scales by race and related courses taken. Sample GAA items are included. (HB)

ED 243 555 JC 840 234

Riley, Michelle

The Community College General Academic Assessment: Miami-Dade Community College District, 1983.

Center for the Study of Community Colleges, Los Angeles, Calif.

Pub Date—22 Mar 84

Note—58p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement Tests, *College Transfer Students, Community Colleges, Correlation, Educational Background, *Liberal Arts, Multicampus Districts, Race, Scores, *Student Characteristics, Two Year Colleges, *Two Year College Students

Identifiers—*General Academic Assessment, *Miami Dade Community College FL

Information is provided on the characteristics of Miami-Dade Community College (MDCC) students and their general education and liberal arts knowledge. The first sections of the report provide information on the development and administration of the General Academic Assessment (GAA), an instrument containing representative items in the humanities, sciences, social sciences, mathematics, and English usage; and background items about the students' age, college credits earned, educational and occupational aspirations, self-assessment of skills, and liberal arts background. Next, the characteristics of the sample of 1,048 MDCC students who completed the GAA (representing 3% of the total district population) are outlined. The bulk of the report consists of a tabular presentation of findings, covering: (1) means on GAA scales by age, number of completed college units, location of high school from which student graduated, highest degree held, when student anticipates receiving the associate degree, reason for attending college, race, whether or not English is the native language, career aspirations, and self-rating on scale-related skills; (2) means and percent change of means on GAA scales by number of completed courses in scale-related curriculum, and on total liberal arts scale by total number of completed college units; (3) number of completed math, English, social science, humanities, science, and total courses by race; and (4) means on discipline scales by race and related courses taken. Sample GAA items are included. (HB)

ED 243 556 JC 840 237

Non-Traditional Learning Study: Research Note.

Moraine Valley Community College, Palos Hills, IL. Office of Institutional Research.

Pub Date—Nov 82

Note—17p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Community Colleges, *Conventional Instruction, Grades (Scholastic), *Nontraditional Education, *Student Characteristics, Two Year Colleges

A study was conducted at Moraine Valley Community College (MVCC) to determine the characteristics of individuals who had taken courses

through the college's Non-Traditional Learning (NTL) sub-division. The records of students who had taken specified NTL courses during spring 1981, fall 1981 or spring 1982 were retrieved and analyzed. Study findings, based on the examination of 1,259 student records, included the following: (1) 25% of the students were between the ages of 19 and 21, and 18.8% were between 22 and 24 years of age; (2) 62.8% of the students were single, 59% were female, 95% were Caucasian, and 97% lived in the MVCC district; (3) the overall non-completion rate for NTL courses was 19% and the overall mean grade was 3.22; (4) the overall completion rate for NTL courses was higher than that for non-NTL courses (19% vs. 12%); (5) over 52% of former NTL students earned less than 6 credit hours, 21% earned between 6 and 8.99 credit hours, and 21% earned between 9 and 14.99 credit hours in their most recent semester at MVCC; and (6) 35.8% of all courses taken by former NTL students in their most recent semester were in non-credit community education courses, 31.2% were in baccalaureate courses, and 24.8% were in occupational career courses. Tables providing detailed study results comprise the bulk of the report. (HB)

ED 243 557 JC 840 238

Police Science Program Survey: Research Note. Colorado State Dept. of Education, Denver. National Origin Desegregation Project (LAU).
Pub Date—Aug 83

Note—12p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Community Colleges, Grades (Scholastic), *Participant Satisfaction, *Police Education, School Surveys, *Student Characteristics, Student Educational Objectives, Two Year Colleges, *Two Year College Students

A study, involving two independent surveys and a transcript analysis, was conducted to determine the background characteristics, attitudes, and needs of students enrolled in police science programs at Moraine Valley Community College (MVCC). The first survey, which focused on personal characteristics and course enrollment data, was distributed in all police science courses in the early part of the spring 1983 term. Surveys were completed by 76% of the criminal justice (CRJ) students (N=200); 72% of the security and loss prevention (SLP) students (N=18); and at least 44% of the other police science students (N=177). The second survey was conducted in the middle of the term, focusing on employment history and needs, attitudes towards courses, and student characterizations of the program. Response rates were 54% for the CRJ students, 44% for the SLP students, and 15% for the other police science students. Study findings, based on the two surveys and an analysis of the transcripts of the first group of survey respondents, included the following: (1) 94% of the respondents were Caucasian and 71% were male; (2) 77% did not have anyone in their immediate family employed in a police science related job, and the same percentage had themselves never held such a position; (3) 53% of the female respondents and 28% of the male respondents indicated that their career objectives had changed as a result of taking the police science courses. (HB)

ED 243 558 JC 840 240

McCarney, H. E.

Automotive Educational-Industry Partnerships at Northern Virginia Community College.

Pub Date—Apr 84

Note—10p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Associate Degrees, *Auto Mechanics, College Role, Community Colleges, *Cooperative Programs, *Job Training, Private Financial Support, Program Descriptions, *School Business Relationship, Two Year Colleges

Identifiers—Northern Virginia Community College

Northern Virginia Community College (NVCC) currently enjoys three distinctive automotive training partnership agreements designed to meet the specific educational needs of the participating in-

dustries. The first agreement is between NVCC and the Product Service Training Department of General Motors Corporation (GMC), whereby GMC may extend its training programs to the college campus to meet its increased need for dealer technician training. Under this agreement, the college provides the faculty and facilities, while GMC maintains control over content, design, scheduling, and refinement of the training courses offered. The second agreement, also with GMC, is for the provision of an associate in applied science (AAS) degree program in automotive technology for students selected by GMC. NVCC offers its existing AAS degree program in sections scheduled and tailored to meet the needs of students working in GMC dealerships. The third agreement is with the National Services Training Manager of American Motors Corporation (AMC) to accommodate a training program for AMC mechanics. This agreement differs from the others in that AMC provides its own instructors, instructional supplies, and equipment, while the college provides facilities, awards continuing education credits, and provides normal student services. Additional information on each of the training agreements is appended. (HB)

ED 243 559 JC 840 241

Renz, Francis J.

Study Examining the Issues of Faculty Evaluation.

Pub Date—[84]

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, *College Faculty, Community Colleges, *Evaluation Criteria, *Evaluation Methods, *Faculty Evaluation, National Surveys, Two Year Colleges

A national study was conducted at the University of Texas to ascertain the current status of the practice of evaluating full-time faculty in public two-year colleges. Surveys were sent to the chief academic officer of 210 randomly selected two-year colleges requesting information on the climate of the organization when the evaluation system was implemented; the development of the purposes of and criteria used in evaluation; the procedures used in evaluation, appraisal review, and feedback; and the impact of the evaluation process. Based on responses from 141 institutions, study findings revealed: (1) many of the elements of a theoretical systems model for evaluation were practiced by the colleges surveyed, including input from the college constituency, an emphasis on classroom instruction, and the use of multiple sources and methods of evaluation; (2) evaluation elements that correlated significantly with satisfaction with the evaluation process included participation of college members in the formulation and implementation of the system, an emphasis on faculty improvement, and the use of clearly defined criteria and standards of performance; and (3) significant negative relationships existed between the evaluation system and respondent satisfaction where respondents were dissatisfied with a prior evaluation system, where collective bargaining representatives had input into the development of criteria, and where the primary purpose of the evaluation was to satisfy external agencies. (HB)

ED 243 560 JC 840 245

Singer, Elizabeth W.

ABE Outreach: Teacher, Recruiter, Counselor. A Handbook for Adult Basic Education Teacher/Recruiter/Counselors. A Guide for Program Managers. Revised.

Brevard Community Coll., Cocoa, Fla.

Pub Date—84

Note—67p.

Pub Type—Guides - Non-Classroom (055) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Basic Education, Community Colleges, *Educational Counseling, *Outreach Programs, *Student Recruitment, Teacher Orientation, Teacher Selection

Identifiers—*Adult Basic Education Outreach

Designed for program managers and teacher/recruiter/counselors (TRC's), this handbook provides information on Brevard Community College's Adult Basic Education (ABE) Outreach program. First, background information on the ABE/TRC concept is presented, identifying the major functions of the TRC as counseling through door-to-door contact, conducting outreach classes in community buildings near the clients to be served, and providing an informal instructional environ-

ment suited to adult learner needs. The next sections present information on the development of the ABE Outreach program; needs in setting up an outreach program; characteristics of a TRC; staff training needs; and potential problems. Next, suggestions are offered for locating and orienting TRC's. Then, guidelines are presented for the TRC, including a discussion of requisite personal characteristics and skills, tips for program success, information needed and techniques for recruitment, and sources of information about the community. The bulk of the handbook consists of forms, samples, and fliers, including ABE teacher forms; a TRC job description, job schedule, outreach contact sheet, time log, and follow-up report; ABE student profile sheets and forms; information on adult/community education centers; and sample publicity materials. (HB)

ED 243 561 JC 840 246

Project BEST-PAL (Basic Education Skills Through-Parenting Affective Learning): Volunteer Sponsor's Leader's Guide.

Brevard Community Coll., Cocoa, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.

Pub Date—[84]

Note—165p.; For related documents, see JC 840

247-248.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Learning, *Child Rearing, Community Colleges, *Parent Education, *Volunteer Training

This handbook was developed for volunteer group leaders participating in Brevard Community College's Project BEST-PAL (Basic Education Skills Through-Parenting Affective Learning). Project BEST-PAL was developed especially for low socioeconomic parents who are in need of an opportunity to explore effective parenting, with a primary objective being recruitment for participation in adult education programs. Information is provided on adult learning, focusing on parent education for the undereducated; characteristics of undereducated adults; determinants in learning (i.e., stage of development and life situation of the learner); learner motivation; and appropriateness of the material. After a brief discussion of the principles for teaching parenting to undereducated adults, materials are presented to help train the group leader in communication skills, leading a group, keeping the group going, group stages and group dynamics. Next, leader's guides are provided corresponding to both levels of the BEST-PAL lesson plans, which were developed for parents reading at 2nd-3rd grade levels or at 6th-7th grade levels. Appendices provide quotations about parenting, a series of "Family Living" essays focusing on various parenting topics, an evaluation form, and a bibliography. (AYC)

ED 243 562 JC 840 247

Project BEST-PAL (Basic Education Skills Through-Parenting Affective Learning): Level I Modules.

Brevard Community Coll., Cocoa, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.

Pub Date—[83]

Note—105p.; For related documents, see JC 840

246-48.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Basic Education, *Child Rearing, Learning Modules, *Outreach Programs, *Parent Child Relationship, *Parent Education

These eight learning modules were prepared for parents participating in Brevard Community College's Project BEST-PAL (Basic Education Skills Through-Parenting Affective Learning), which was designed for low socioeconomic parents who are in need of an opportunity to explore effective parenting. First, materials for the BEST-PAL volunteer sponsors are presented, explaining how to use the learning modules most effectively. Next, the eight modules, written on a 2nd-3rd grade reading level, cover the following topics: (1) communication; (2) love and affection; (3) parents as role models; (4) coping with school; (5) discipline; (6) family crisis: money and loss of job, or drugs and alcohol; (7) problem solving; and (8) sex education. Each module includes a list of words to know and their meanings, exercises and readings relevant to the topic, a

list of things to remember, an outline on which the parent can develop a plan for a change, and assignments to be completed at home. (AYC)

ED 243 563 JC 840 248

Project BEST-PAL (Basic Education Skills Through-Parenting Affective Learning): Level II Modules.

Brevard Community Coll., Cocoa, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.

Pub Date—[83]

Note—137p.; For related documents, see JC 840

246-247.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Basic Education, *Child Rearing, Learning Modules, *Outreach Programs, *Parent Child Relationship, *Parent Education

These eight learning modules were prepared for parents participating in Brevard Community College's Project BEST-PAL (Basic Education Skills Through-Parenting Affective Learning), which was designed for low socioeconomic parents who are in need of an opportunity to explore effective parenting. First, materials for the BEST-PAL volunteer sponsors are presented, explaining how to use the learning modules most effectively. Next, the eight learning modules, written on a 6th-7th grade reading level, cover the following topics: (1) understanding why children misbehave and what to do; (2) who has the power?; (3) encouraging children; (4) communication; (5) problem solving; (6) role modeling; (7) discipline; and (8) sex education. Each module includes a list of words used in the text and sentences using the words; readings and exercises; questions to think about; and assignments to complete at home. (AYC)

PS

ED 243 564 PS 013 736

Rice, Margaret

Parental Involvement Project. McMillan Nursery

School.

Humbleside Coll. of Higher Education, Hull (En-

gland).

Pub Date—May 82

Note—45p.; Prepared at the McMillan Nursery

School, North Hull.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Education, Community Organizations, Community Resources, Foreign Countries, Newsletters, *Parent Participation, *Parent School Relationship, *Parent Teacher Cooperation, Preschool Education, *School Community Programs, *School Community Relationship, Teacher Education Programs

Identifiers—England

This document describes a 6-week project to increase parental involvement at the McMillan Nursery School. The first two sections describe the school and present activities developed there. Current activities that involve both the staff and the parents are outlined in the third section. Details of the 6-week project are reported in the fourth section, and conclusions drawn from the project are outlined in the fifth. Appended are lists of community contacts, comments and observations made by the contacts, and possible components of a community-based program in socially disadvantaged areas, as well as the North Hull Neighborhood Centre's general report for the end of the financial year 1981-82. Also included are numbers 1 and 2 of the Humbleside County Council Under Fives Council Newsletter, providing information on members, nursery education in Humbleside, the Under Fives Council, commentaries on an under fives officer and a health visitor, social services for the under fives, the divisional organization of the Humbleside County Council Social Services Department, and the Scunthorpe Family Advice Centre. Number 7 of the Professional Centre bulletin includes a conference report, education articles, and a letter and application for 1983 seminars. (BJD)

ED 243 565

Meade, Anne

Public Participation in New Zealand Pre-School

Education. Occasional Papers in Sociology and

Social Work No. 4.
Victoria Univ. of Wellington (New Zealand).
Pub Date—81
Note—145p. Some tabular material may be marginally legible due to small print.
Available from—Department of Sociology and Social Work, Victoria University of Wellington, Private Bag, Wellington, New Zealand (\$3.50).

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Access to Education, *Change Strategies, *Decision Making, Early Childhood Education, Foreign Countries, Government School Relationship, *Kindergarten, *Policy Formation, *Preschool Education, School Community Relationship
Identifiers—Acceptance, New Zealand, *Playcentres

The decision-making processes of two major early childhood education organizations in New Zealand were examined in this study; specifically, decisions affecting the availability of preschool education services and the acceptability of these services. In light of events of the mid-1970s, a free kindergarten and a playcentre were examined in conjunction with the Department of Education's role in early childhood education. Organizational features and their environment were analyzed to describe the development of four key strategies and to evaluate follow-up implementation. In addition to observations, three surveys of families and staff of the two preschools were conducted to determine decision-making processes. Findings indicated that the strategic choices analyzed produced satisfactory outcomes for the majority of personnel within the two organizations. However, these outcomes seldom improved the availability and acceptability of the services to social groups not already using preschools. It was suggested that changing social conditions and the growth of other forms of early childhood education indicate that playcentres, free kindergartens, and the government need to consider whether they should maintain the prevailing pattern of provision. (BJD)

ED 243 566 PS 014 034
French, Lucia

Language in Scripts.
Pub Date—Apr 83
Note—13p. Paper presented at the Biennial Meeting of the Society for Research in Child Development (Detroit, MI, April 21-24, 1983).
Pub Type—Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Ability, *Cognitive Development, *Developmental Stages, *Language Skills, *Preschool Children, Preschool Education, Research Needs

Identifiers—*Scripts (Knowledge Structures)
Preschoolers' event descriptions indicate that they are able to engage in displaced reference, use timeless verb forms, report optional and conditional relationships, appropriately sequence events, engage in temporal reversibility, and appropriately use a number of relational terms, all at a much younger age than has traditionally been believed possible. These findings contradict the results of a number of studies and challenge the theories developed to account for those results. If 3- and 4-year-olds understand temporal and logical relationships well enough to describe them linguistically, assertions cannot be accepted that claim "preoperational" children necessarily cannot comprehend such relationships. Nor can componential models of lexical acquisition be accepted if predictions made by the models find no support in production data. While the present data indicate that preschoolers have cognitive abilities they were thought to lack, it is likely that the children's abilities are limited to certain highly meaningful and well-represented contexts. The nature of young children's limitations in these domains, and the processes by which they overcome them, are topics for future research. (Tables provide examples of event descriptions, expressions of options and conditions, self-corrections of temporal sequences, and the production of relational terms.) (RH)

ED 243 567 PS 014 062
Creating School-Business Partnerships.
Massachusetts State Dept. of Education, Quincy. Bureau of Student, Community and Adult Services.
Pub Date—83
Note—76p.

Pub Type—Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Career Awareness, *Career Education, Case Studies, *Community Programs, Educational Resources, Elementary Secondary Education, Guidelines, Internship Programs, Profiles, *Program Development, Public Schools, *School Business Relationship, *Volunteers
Identifiers—*Massachusetts

The six chapters in this publication describe the scope of school/business partnership activity in the Commonwealth of Massachusetts. Following the first chapter's introductory remarks, chapter 2 outlines methodology for the research project. Surveys were sent to superintendents of schools and to various businesses thought likely to be involved in partnerships. If some form of coordinated plan at the system level was indicated in responses from nonvocational schools, follow-up calls were made. Ultimately, six sites were identified for modified case study investigation. Data were also gathered at a seventh site to illustrate a community/business educational partnership. The research effort concluded with three workshops, at which preliminary findings were shared and local concerns about and experiences with partnerships were expressed. Chapter 3 of the report provides an in-depth look at the six partnerships, each of which illustrates a different type of partnership organization. Chapter 4 provides profiles of schools with coordinated efforts, a listing of school systems with business contracts, and a listing of vocational schools responding to the survey. Chapter 5 lists businesses involved in community educational activities and describes the Channel One program in Gloucester, Massachusetts, an educational partnership that organizes community resources to create projects for young people (such as building bus shelters and restoring historical burial grounds). Chapter 6 provides guidelines to aid in the development of successful partnerships and offers a list of print and organizational resources. (RH)

ED 243 568 PS 014 138
Ljung, Bengt-Olov Emanuelsson, Ingemar

Evaluation through Follow-Up of Students (UGU).
Project No. 2119. Current Project 1983:4.
National Swedish Board of Education, Stockholm.
Pub Date—Dec 83
Note—23p.
Journal Cit—School Research Newsletter; December 1983.

Pub Type—Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Influence, Comparative Analysis, Elementary Secondary Education, *Equal Education, *Followup Studies, Foreign Countries, *Immigrants, Longitudinal Studies, National Programs, *Program Evaluation, *Research Design
Identifiers—*Sweden

This newsletter describes a research design enabling descriptive, comparative, evaluative follow-up studies of individual development in social contexts related to schooling. In addition, it describes a research project focusing mainly on evaluative studies of the ability of the educational system to confer, on different individuals in various circumstances, "equal opportunities to equivalent education." The research project used (1) data from selected large-scale Swedish longitudinal studies dealing with conditions in schools; and (2) administrative data from schools plus project data collected from two cohorts of students and their parents residing in 29 selected municipalities. The first cohort was composed of about 10,000 students who were in grade 6 of compulsory school in 1979-80. The second and younger cohort, numbering roughly 9,500, consisted of students in grade 3 in 1982. Measures used were student and parent questionnaires, standardized achievement tests, and ability tests. Stratification variables employed in selecting most of the 29 municipalities included population, proportion of Socialist-held seats on the municipal council, proportion of residents employed in public administration, and proportion of immigrant students in compulsory schools. Overall, the study involved a follow-up investigation of several consecutive age groups, with the first assessment in 1938 and the last planned for 1985 or later. (RH)

ED 243 569 PS 014 144
Long, Lynette Long, Thomas
The Handbook for Latchkey Children and Their

Parents: A Complete Guide for Latchkey Kids and Their Working Parents.

Report No.—ISBN-0-87795-507-7

Pub Date—83

Note—316p.

Available from—Arbor House Publishing Company, 235 East 45th Street, New York, NY 10017 (Paper, \$7.95).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Case Studies, Childhood Attitudes, *Child Rearing, Children, Day Care, *Emotional Experience, *Emotional Problems, Employer Supported Day Care, Fear, Guidelines, Loneliness, Parent Attitudes, *Parent Child Relationship, Parents, Resources, Siblings, Social Agencies, Social Isolation, *Stress Variables
Identifiers—*Hazards, *Latchkey Children

Focusing on children between 6 and 13 years of age, this book describes both the negative and the positive aspects of the experiences of latchkey children and projected consequences. (The term "latchkey children" denotes children who are regularly left without adult supervision during some period of the day.) Chapter 1 indicates the scope of the problem of children left alone or in the care of siblings. Chapter 2 focuses on children's experience of being left alone and describes some of the developmental consequences of isolation. Problematic aspects of sibling care are pointed out in chapter 3. Chapter 4 describes latchkey children's experience of fear and discusses several dangers faced by unsupervised children, while chapter 5 examines stress and presents four categories of stress variables affecting latchkey children. Chapter 6 delineates the perspective of parents leaving children in self-care arrangements. Chapter 7 describes the experiences of children left to care for themselves in the morning. Chapter 8 addresses difficulties parents and latchkey children may have in developing a relationship with one another and suggests ways of improving parent/child relationships. Chapter 9 illustrates the long-term negative impact of self-supervision on some children. In contrast, potentially positive aspects of self-care are probed and effective latchkey arrangements are described in chapter 10. Many examples of community programs aiding parents in need of child care services are described in chapter 11. Chapter 12 provides checklists for assessing whether children are ready for self-care and offers guidelines for parents leaving children in self-care. Briefly, chapter 13 indicates social trends likely to enable parents to more easily provide out-of-school care for their children. In conclusion, numerous resource organizations are listed. (RH)

ED 243 570 PS 014 151

Majeed, Anjum
Casper Family Day Care Study.
Nutrition and Child Development, Inc., Casper, WY.

Spons Agency—Casper (City), WY.

Pub Date—83

Note—107p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Agency Role, *Certification, *Child Caregivers, Community Programs, Community Support, Community Surveys, *Costs, Early Childhood Education, *Family Day Care, Needs, *Parents, Profiles

Identifiers—*Wyoming (Casper)

A study of family day care was made in Casper, Wyoming, (1) to develop a profile of the family day care provider in Casper, (2) to determine the extent of need for family day care services, (3) to evaluate how well those needs were being met, and (4) to provide guidelines for meeting currently unmet and future needs. Data were obtained via questionnaires from 100 randomly selected family day care providers (50 certified and 50 uncertified), 200 parents using all types of day care, and three regulatory agencies (the State and County Departments of Public Assistance and Social Services, and the City of Casper). This report presents 13 recommendations to improve family day care provision in the city, a report of findings with accompanying tables of data, a description of methodology employed, and a summary of results obtained in narrative form. The report of survey findings profiles family day care providers and parents; identifies the role of regulatory agencies and the characteristics of children in family day care; discusses services in terms of regulation, quality, availability, and affordability; and briefly describes existing and needed commu-

nity support programs. Narrative data concern the turnover rate for providers, the projected number of uncertified providers, community support for day care, employer participation in day care, and provider and parent involvement in resource center activities. (RH)

ED 243 571 PS 014 179

Maas, Jacob van Lutsenburg. Criel, Geert. *Distribution of Primary School Enrollments in Eastern Africa. World Bank Staff Working Papers Number 511.*

World Bank, Washington, D. C.
Report No.—ISBN-0-8213-0055-5
Pub Date—Jul 82
Note—139p.

Pub Type—Reports + Research (143) — Numerical/Quantitative Data (110)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—Case Studies, Comparative Analysis, Educational Opportunities, Enrollment, Equal Education, Foreign Countries, Instructional Program Divisions, Intervention, Primary Education, Rural Urban Differences, School Districts, Sex Differences, Student Attrition, Tables (Data)

Identifiers—Africa (East)

Distribution of primary school enrollments within and among 15 countries of the Eastern African region was examined by drawing exclusively on routine annual statistics and by emphasizing simple computer-generated indicators. In its first phase, the study made inter-country comparisons that indicated which countries and which areas in the region lagged in terms of educational opportunities. Thereafter, the focus of the investigation shifted to the individual countries: Botswana, Burundi, Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Rwanda, Somalia, Sudan (and, separately, the southern region of the Sudan), Swaziland, Tanzania, Uganda, Zaire, and Zambia. Two basic questions were asked: (1) What is the overall degree of inequality in the distribution of primary school enrollments across the districts and between the sexes within countries? and, (2) Which specific districts, urban versus rural locations, and sex groups within these areas fall below or above the national average, and by how much? The main finding was that the degree of inequality in the distribution of educational opportunities varied enormously from one East African country to another. Two countries, Lesotho and Sudan, representing the full range of relatively equal and unequal cases, were reviewed in more depth. Finally, attempts were made to determine how and where to allocate educational investments in order to reduce inequalities both among and within countries. (Author/RH)

ED 243 572 PS 014 186

Park, Rose R.
The Park School Systems Approach to Piagetian Education.

Pub Date—Mar 82
Note—19p; Revised paper prepared for the New England Conference (1st, Norwalk, CT, March 19-20, 1982).

Pub Type—Reports + Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Curriculum, Early Childhood Education, Educational Innovation, Educational Strategies, Program Descriptions, School Administration, Systems Approach, Teacher Role, Teaching Methods

Identifiers—Piagetian Theory

While three models of the application of Piaget's theory to education have been identified, the Park School (Norwalk, Connecticut) adds a fourth. This method involves a systems approach that extends beyond curricula and derives teaching techniques and administrative practices from Piaget's view. The approach uses logical games and interdisciplinary curricula with contents adjusted to the developmental level of students. Specifically, the school's curriculum is divided into "Do Tell" and "Don't Tell" components across the content categories of social knowledge, logic-mathematical knowledge, and representation. Thus, teachers are provided a guide to what ideas and information they should and should not present and what to let children learn from action on objects and reflexive abstraction. Other aspects of the Piagetian curriculum include (1) group sessions in which students describe their daily activities to each other; (2) activities based on Piaget's designation of the areas of knowledge; (3) a classroom for interdisciplinary curricula; (4) Pi-

agetian-based forms in a management handbook designed to guide teachers in daily planning and evaluation activities, student and teacher evaluation procedures, and use of Piagetian and non-Piagetian testing and diagnostic instruments; (5) emphasis on multicultural education as part of the social knowledge curriculum; and (6) discrimination between habit and acts of intelligence. In conjunction with the Piagetian program, the school has developed and conducts a teacher education program through formal coursework and workshops. (An example is provided of a student evaluation describing to parents how basic concepts in the areas of knowledge are approached.) (RH)

ED 243 573 PS 014 190

On-the-Spot Course in Maseru, Lesotho on Income-Generating Projects for Rural Women: Framework of Community Development. July 10-30, 1983. Report.

Mount Carmel International Training Centre for Community Development, Haifa (Israel).
Pub Date—[83]

Note—32p; Prepared in cooperation with the Lesotho National Council of Women.

Pub Type—Reports + Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Community Development, Creative Activities, Developing Nations, Females, Foreign Countries, International Programs, Job Development, Job Training, Low Income Groups, Rural Development

Identifiers—Lesotho, Rural Women

This report describes a community development course focusing on income-generating projects for rural women. The first section outlines the schedule of activities for each day of the 16-day course. The second section defines course objectives, including purpose and methodology, planning, group dynamics, cooperation, communication, negotiation, and relevancy of materials. Project selection procedures are discussed in the third section, and the fourth section outlines processes for making candles, soap, and school bags. An evaluation of the program by the participants and the teaching staff is provided in the fifth section, recommendations for future courses are given in the sixth, and a brief list of demographic information about participants is offered in the seventh. Project reports, including cost sheets, are appended. (BJD)

ED 243 574 PS 014 199

Lugar, Richard G.
Keynote Address of Senator Richard G. Lugar National Forum on Excellence in Education (Indianapolis, Indiana, December 8, 1983).

Pub Date—Dec 83
Note—11p.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Educational Change, Educational Finance, Educational Improvement, Educational Needs, Elementary Secondary Education, Public Policy, Public Schools, Social Attitudes

Few Americans understand the extent to which our nation is at risk. While our ability to compete on an international scale has diminished, our commitment to national defense and social programs and the costs for such programs have increased. The solution to this general predicament lies in the competition of ideas and ideals and in the maximization of freedom of trade and the laws of comparative advantage. This solution implies reform of the nation's schools, but the reform should be directed at the state and local levels, not, as in the past, at the federal level. In addition, this reform must extend beyond improving educational practices. The crisis of American education is that, as a people, we do not understand the importance of academic achievement to our national well-being. The plaudits of each of us should be directed toward academic achievement and to the development of successful competitors on the intellectual playing fields. Great moments in sport will come and go, but the academic achievers are those who will keep international peace, provide jobs for the American people, and enrich the cultural life of this country. We have been a nation at risk because we have not cared enough about learning. As leaders in education and as policy makers, our job at the national, state, and local levels is to help to forge a new ethos in which learning, scholarship, and education are important. (RH)

ED 243 575 PS 014 230

Milan, Marjorie L.
English Language Independent Prediction of Academic Readiness in Ethnically Diverse Low SES Four and Five Year Old Children.

Pub Date—Jun 83
Note—152p; Ph.D. Dissertation, University of Denver.

Pub Type—Reports + Research (143) — Dissertations/Theses + Doctoral Dissertations (041)

EDRS Price — MF01/PC07 Plus Postage.

Descriptors—Anglo Americans, Asian Americans, Chronological Age, Early Childhood Education, Immigrants, Intelligence, Kindergarten, Knowledge Level, Low Income Groups, Mexican Americans, Non English Speaking, Persistence, Predictive Measurement, Predictor Variables, Preschool Children, School Readiness, Sex Differences, Vietnamese People

Designed to explore the effectiveness of predictors of academic readiness among low SES ethnically diverse children, this study tested low income 4- and 5-year-old Anglo-American, Mexican, and Vietnamese children eligible for kindergarten in the school year 1982-83. The recently arrived Mexican and Vietnamese children did not speak English. Sixty children (20 from each ethnic group) were tested at home to determine the relationship of five independent variables (chronological age in months, general knowledge, intelligence, persistence, and gender of child), as measured by the Cooperative Preschool Inventory, the Columbia Mental Maturity Scale, and the Michigan State University Puzzle Box, to academic readiness as measured by the Metropolitan Readiness Test. All independent variables except age showed a significant relationship to academic readiness; this finding was interpreted to suggest that a myriad of factors influence academic readiness. Among the conclusions and implications of the study are the following: the lack of significant correlation for age in months and academic readiness may be influenced by the age range of study participants as well as by difficulties in assessing exact ages of ethnically diverse students, accurate assessment of non-English speaking students is necessary to avoid misclassification, and recent exposure to Western Society might affect performance of students from some ethnic groups. (BJD)

ED 243 576 PS 014 235

Goodall, Joanne D.
Building Positive Parent-Teacher Relationships in Kindergarten.

Nova Univ., Fort Lauderdale. Center for the Advancement of Education.

Pub Date—Jan 83
Note—54p; Doctor of Education Practicum Report, Nova University, 1983. Appendices G, J, K, L, and M are illegible. Appendices I and N were omitted prior to submission to ERIC.

Pub Type—Dissertations/Theses + Practicum Papers (043)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Attendance, Home Visits, Intervention, Kindergarten Children, Newsletters, Parent Attitudes, Parent Participation, Parent School Relationship, Parent Teacher Conferences, Parent Teacher Cooperation, Primary Education

Due to excessive tardiness and absenteeism among kindergarten children enrolled in Glendale Elementary School (Glen Burnie, Maryland) a practicum was designed to provide several avenues of good communication between the kindergarten and the home and to foster good relationships between teachers and parents. Additional goals of the practicum were to increase the number of parent observations in the classroom and to decrease the percentage of unexcused absences. Intervention consisted of home visits, parent/teacher conferences, parent observations in the classroom, teacher-initiated telephone calls when a student was absent, newsletters, and an evening open house. A follow-up survey indicated that parents increased their awareness of the importance of the kindergarten program. Parent observations in the classroom increased to 70 percent of the families. Unexcused absences decreased by a small percentage. (Author/RH)

ED 243 577 PS 014 240

Porter, Robin
Classroom Management.
Macquarie Univ., North Ryde (Australia). School of Education.

Pub Date—Mar 83

Note—25p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, Cooperating Teachers, *Discipline, Elementary Secondary Education, Foreign Countries, Guidelines, *Self Control, *Student Behavior, Student Teachers, *Teacher Role

Identifiers—*Australia (New South Wales)

Intended primarily for student teachers and beginning teachers, this paper provides a base from which teachers may develop their own approach to classroom management and suggests ways of fostering a classroom climate conducive to effective management and student self-discipline. The discussion begins by considering four factors influencing classroom practices in New South Wales, Australia: the school system, the school, the classroom, and the home. Managerial and disciplinary approaches to controlling students are differentiated, and a list of questions designed to help teachers organize classrooms is provided. Three basic causes of misbehavior and four purposes of student attacking and defending behaviors are identified in a discussion indicating the hazards associated with using reward and punishment in instructional settings. Behaviorist, motivational, and Adlerian models for managing behavior are sketched, and various suggestions are offered about nonverbal messages, principles for effective management, ways of facilitating self-discipline, and teacher self-appraisal. Supplementary "Do's" and "Don'ts" and other hints are also offered. In conclusion, guidelines for student teachers and their cooperating teachers are offered. (RH)

ED 243 578 PS 014 242

Houston, Sandra T. Hutton, Ebbie R.
Child Care in the 80's: A Brief Report on Public School Involvement.

Pub Date—Mar 84

Note—13p.; Paper presented at the Annual Conference of the Southern Association on Children under Six (35th, Lexington, KY, March 6-10, 1984).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*After School Programs, Disabilities, *Early Childhood Education, Kindergarten, Program Descriptions, *Public Schools, *School Age Day Care, State Surveys

Identifiers—Full Day Programs, Half Day Programs, *North Carolina, Project Head Start, Regional Surveys

Public school involvement in providing child care services in 14 southern states was investigated. Data were obtained through questionnaires mailed to state superintendents or commissioners of education in each state. In addition, questionnaires were sent to the superintendent in each of the 142 school districts in North Carolina. Findings indicated that of all North Carolina school districts, 11 percent provide before/after school child care services, 11 percent provide full day prekindergartens, and 6.5 percent offer both types of service. Both before/after school services and full day prekindergarten programs relied on funds from a wide range of sources. No district recognized Child Development Associate (CDA) credentials as adequate to meet requirements for any position. Information on public school child care in other southern states was so limited that caution should be exercised in interpreting the data. All states responding were involved in providing child care services of at least one type. Most respondents felt the need for greater involvement in half-day prekindergartens, the one service already in place in most of the states. (Addresses of state departments of education surveyed as well as locations and types of child care services reported in North Carolina are included in the report.) (RH)

ED 243 579 PS 014 243

Marchionne, Anne T.
The Hospitalized Child.

Pub Date—[81]

Note—20p.; Filmed from best available copy.

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), Coping, Emotional Problems, *Emotional Response, Fear, Freehand Drawing, *Hospitalized Children, Hospitals, Intervention, *Medical Services, *Parent Participation, *Play, Prevention

Identifiers—Symbolic Representation

Ways hospitals can promote the psychological

and social well being of young patients are explored in this paper. First, the importance of familiarizing the child with the hospital is emphasized. Second, emotions hospitalized children may feel and the possible causes of those emotions are listed. Third, methods hospital personnel can use to help children cope are pointed out. These methods include (1) allowing parents to be near their children throughout the course of treatment; (2) providing a safe, cheerful, and helpful environment; and (3) giving children opportunities to play. The parent program at Baltimore's Johns Hopkins Hospital is described, and guidelines for providing play activities are offered. In conclusion, uses of hospitalized children's creative writing, paintings, and drawings are discussed. It is pointed out that children's graphic and literary products can reveal children's interpretations of their illness and provide insight into children's self-concept, as well as other thoughts and feelings. Examples of hospitalized children's drawings are included and interpreted. (RH)

ED 243 580 PS 014 262

Simmons, Adele

Speech to the National Forum on Excellence in Education (Indianapolis, IN, December 6-8, 1983).

Pub Date—Dec 83

Note—10p.; Filmed from best available copy.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, *Educational Change, *Educational Environment, *Educational Improvement, *Expectation, *Public Schools, Secondary Education, *Secondary School Curriculum, Social Studies, Standards, Teacher Role

Both the Carnegie Report and the Paideia Report argue that all students should study the same curriculum and that significant qualitative change in educational programs is needed. Ernest Boyer's book, "High School," provides evidence of the diversity of the public schools, challenges stereotypes, and suggests that many needed changes can be implemented immediately with little cost. The Carnegie Report outlines several goals that will give purpose to schools and ensure that students leave high school with the tools needed to be effective citizens. The Carnegie Report argues that the high school should help all students develop the capacity to think critically and to communicate effectively through a mastery of language. Assisted, preferably, by teachers using Mortimer Adler's coaching method, students should be given time to work and rework drafts to comprehend the process of crafting a paper. The Boyer report also is concerned that students understand relationships between themselves, their country, and the world. To achieve the stated aims, teachers' work environments must be improved, expectations concerning teacher performance must be kept high, and teachers' accomplishments must be recognized. Realizing goals such as these entails sustaining the public's and the schools' interest in educational improvement. (RH)

ED 243 581 PS 014 268

Everett, Lou

Childrearing Practices of Nurses: Implications for the Classroom Teacher.

Pub Date—[80]

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, *Child Rearing, Discipline, Knowledge Level, Lower Class, Middle Class, *Nurses, *Professional Education, *Social Differences, Upper Class, Values

Identifiers—*Knowledge Utilization, *Theoretical Orientation

A study was made to determine whether nurses apply scientific theories in rearing their children or whether social class values have more influence on their childrearing practices. Surveyed were 119 registered nurses whose educational levels ranged from a diploma to a doctorate in nursing; 62 percent of the nurses responded. A questionnaire was designed to gather demographic data and information about resources subjects considered most useful in childrearing, theoretical orientations used as guides in childrearing, and social class statements reflecting Weberian ideal types of lower, middle, and upper class individuals. Scientific theory orientations included growth and development, learning, cognitive, psychodynamic, and behavioral orientations; "non-scientific" theory orientations included parent

effectiveness training, transactional analysis, theories transmitted by parents, religion, and common sense orientations. Findings indicated that the nurses tended to rear their children as they themselves were reared, rather than as they were taught in courses. Even with exposure to various theory orientations, the majority chose to rely on non-scientific orientations of common sense or religion. Growth and development was the most cited scientific theory orientation. In comparison with technical nurses, professional nurses were much more interested in the psychological growth of their children than in maintaining discipline. (Implications for teaching children of nurses are briefly discussed.) (RH)

ED 243 582 PS 014 270

Pauly, Martha. Soldz, Ann.

Fun for One: Facilitating Solitary Play. Fairfax County Office for Children, Va.

Pub Date—Aug 81

Note—34p.; Prepared through a grant from the Wellesley School-Age Child Care Demonstration Project.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Children, Dramatic Play, *Educational Games, Handicrafts, Language Arts, *Learning Activities, Music Activities, School Age Day Care, Science Activities

Identifiers—*Solitary Play

This guide provides a series of activities adapted for children's solitary play. Eight different categories are presented: construction, dramatic play, arts and crafts, science, small muscle/indoor games, music and movement, language, and food-related experiences. Each activity is organized according to materials, kit construction, and kit utilization. Suggested grade levels are noted for each activity. Appended are ideas for making kit containers, ideas for creating private spaces to facilitate solitary play, a kit evaluation form, and a list of commercial toys and games. (BJD)

ED 243 583 PS 014 271

Regan, Ellen M. Biemiller, Andrew

Proceedings of the Conference on Early Childhood (Toronto, Ontario, Canada, September 22-24, 1983).

Ontario Inst. for Studies in Education, Toronto. Spons Agency—Ontario Dept. of Education, Toronto; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario); Toronto Univ. (Ontario).

Pub Date—Sep 83

Note—83p.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Early Childhood Education, Foreign Countries, Global Approach, Participation, Preschool Children, Research, *Research Proposals, Sampling, Social Development, Social Environment

Identifiers—*Canada, Coding, *IEA Preprimary Project

This report summarizes the proceedings of the Conference on Early Childhood held at the Ontario Institute for Studies in Education in Toronto. Provided are (1) names and addresses of participants; (2) an overview of reported research on early childhood; (3) the response of participants to the Preprimary Project research proposal of the International Association for the Evaluation of Educational Achievement (IEA); and (4) directions for future research in the field of early childhood. The IEA's Preprimary Project is an international study of the effects of socialization environments on 4-year-old children. Appendices provide descriptions of academic participants' current research work; the sampling plan of the IEA study; an observation/coding schedule used in a study of family day care settings; and the text of a proposal for a national coordinating center for research on home and extra-home influences on preprimary and primary children. (RH)

ED 243 584 PS 014 274

Mancus, Dianne S. Mancus, Philip M.

How Is a Moving Van like a Camel? Creative Strategies for Helping a Child Deal with Anxiety.

Pub Date—[76]

Note—26p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), Case Studies, *Cerebral Dominance, *Creative Think-

ing, Fantasy, Freehand Drawing, *Humanistic Education, Metaphors, Primary Education, *Relocation, Stress Variables, *Young Children
Identifiers—Analogies, Brainstorming

A student of affective education describes how she helped her 8-year-old son express and discharge negative feelings resulting from the family's relocation to a new home in an unfamiliar city. Together mother and son made a book about the move. The mother designed a sequence of exercises stimulating right hemispheric, creative, and intuitive thinking; the son responded verbally, and his mother recorded his words. The exercises focused on fantasizing, brainstorming, making analogies, making metaphors, and freehand drawing. This paper mainly records the boy's response to the exercises and discloses his positive adjustment to the experience of moving. Directions for conducting the exercises are provided. (RH)

ED 243 585 PS 014 278

Ellett, Chad D.

Issues Related to the Evaluation of Program Implementation in Follow Through.
 Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—12 Mar 81

Note—34p.; Paper presented at the National Institute of Education's Follow Through Planning Conference (Philadelphia, PA, February 10-11, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Data Analysis, Early Childhood Education, Models, *Program Descriptions, *Program Evaluation, *Program Implementation, *Research Methodology

Identifiers—*Causal Models, Planned Variation, *Project Follow Through

This paper provides a rationale for studies of educational program implementation and offers a causal model for program evaluation emphasizing pupil-related variables that intervene between program implementation and outcome variables. The rationale is followed by a discussion of implementation as an evaluation construct. Process, independent variable, and dependent variable perspectives are considered. Current models for measuring program implementation are described. While none is comprehensive, each model can be adapted to selected aspects of Follow Through. The question of where implementation fits on "the measurement continuum" is explored, and the view is expressed that implementation as a program evaluation construct allows for "weaker" and more global measurement indices. In contrast, an educational "treatment" construct requires greater measurement precision and more detailed specification of program variables. Both approaches are thought to have analogues relevant to designing a comprehensive evaluation/experimentation plan for future studies in Follow Through. The succeeding discussion emphasizes the need for a systematic and comprehensive description of key program components as a precondition to developing evaluation instruments. Examples of "critical dimensions" of two Follow Through program components, associated performance indicators, and scaled descriptors, capable of being scored, are provided. In conclusion, deficiencies of the comparative, longitudinal approach to evaluating Follow Through are pointed out and the alternate, causal model is described. (RH)

ED 243 586 PS 014 279

Keesling, J. Ward Smith, Allen G.

Issues Related to Instrumentation in Large-Scale Program Evaluation: Research Needs, Selection Considerations, and Alternative Outcome Indicators.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Note—14p.; Filmed from best available copy. Paper presented at the Learning Research and Development Center/National Institute of Education Conference on Follow Through (Pittsburgh, PA, March 12-13, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Role, Early Childhood Education, *Program Evaluation, *Research Design,

*Research Methodology, *Research Needs, *Test Construction, Test Reliability, Test Validity

Identifiers—National Institute of Education, *Project Follow Through

Future research in Follow Through should be eclectic and comprehensive. In particular, the setting for Strand Two of the National Institute of Education's (NIE) research program for Follow Through should provide opportunities for sponsors of innovations to implement programs targeted at many outcomes. There should be a commitment to measuring varying outcomes in order to relate them to characteristics of a program or model and to the conditions of its implementation. For evaluation purposes, a common core of measures should be used; matrix sampling methods might be used to assess performance on those measures. Participation in the new research initiative will require the sponsor to name the outcomes to be influenced by the program. Further, the sponsor will be required to propose a measure or measures for assessing those outcomes. One of the services that the new Follow Through research program could perform would be to help sponsors create adequate alternative measures of outcomes. Follow Through program sponsors, rather than NIE alone, should be involved in the process of instrument selection and development. The standard terminology of validity and reliability is relevant to the test selection and development effort. (A list of some potential outcomes of Project Follow Through is appended.) (RH)

ED 243 587 PS 014 280

McDaniel, Garry L.

A Federal Administrator's Perspectives on the

Documentation of School Improvement Efforts.

General Accounting Office, Washington, D.C.

Pub Date—Mar 81

Note—26p.; Paper presented at the Learning Research and Development Center/National Institute of Education Conference on Follow Through (Pittsburgh, PA, March 12-13, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrative Principles, Beliefs, Data Collection, Demonstration Programs, Diffusion (Communication), *Educational Improvement, *Federal Government, *Government Role, *Program Evaluation

Identifiers—*Project Follow Through

Aimed at persons planning and implementing strategies for documenting school improvements, this paper is comprised of four sections. The first section distinguishes between national problems in education and federal issues in education (a distinction considered necessary for planning evaluations and establishing priorities for federally sponsored investigations.) The second section distinguishes between belief and knowledge and discusses the relationship between belief and administrative action. The third section describes federal program evaluation, as conducted in the early 1980's, and comments on gathering data and using private sector contractors. The fourth section focuses on the reporting and diffusion of evaluation work. In conclusion, some thoughts about the future of the Follow Through program are offered. (RH)

ED 243 588 PS 014 290

Porter, John W.

What Has Been Learned about Educational Change and Program Development over the Past Decade That Could Be Helpful in Designing and Implementing New Follow-Through Approaches?

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 81

Note—38p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Change, *Educational History, *Expectation, Primary Education, Program Development, *Program Effectiveness, *Program Improvement

Identifiers—*Project Follow Through

While Follow Through programs over the past 12 years have been committed to meeting the expectations of government officials and other concerned citizens, the program now must document what is expected of the project and how those expectations will be measured. If this major deficiency is not addressed immediately, the program probably will end. Because no study to date has recommended the

establishment of national expectations and national criterion-referenced measures, this paper attempts to do so by reviewing the history, describing the present accomplishments, and projecting the future of Project Follow Through. Four questions are addressed: (1) What did citizens expect from Follow Through between 1967 and 1979? (2) What has the program accomplished as of 1980? (3) What can the program hope to accomplish if impediments can be overcome? (4) What recommendations can be offered for designing and implementing new Follow Through approaches? (RH)

ED 243 589 PS 014 310

Simpkins, Edward Brown, Ada

Planned Change in Future Models of Project

Follow Through: A Concept Paper.

Pub Date—Jan 81

Note—41p.; Appendix B will not reproduce well.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Classroom Environment, *Cooperative Planning, Higher Education, Institutional Cooperation, *Mastery Learning, *Primary Education, Program Evaluation, Public Schools, *Teacher Education, Teacher Education Curriculum, Teaching Methods, Time Factors (Learning), *Time on Task, Universities

Identifiers—*Project Follow Through

The three chapters included in this paper establish a basis for organizing future implementations of Project Follow Through. Specifically, chapter 1 identifies four planning objectives for coordinating such programs. Emphasis is given to the need to focus on one fundamental, pervasive variable possibly accounting for program success: time utilization in skill and knowledge acquisition. Chapter 2 describes Carroll's model of school learning and Bloom's theory of mastery learning, briefly reviewing research on time-on-task as a factor in school learning. Research mentioned includes studies of elapsed time (time in school, instructional time, and time assigned to academic activities); studies of time and achievement; and studies of achievement and instructional mode. Arguing that Follow Through programs in the 1980's and 1990's should aim for broad multiplier effects among school service agencies, particularly universities and public schools, chapter 3 describes (1) a model of such collaboration (The Center for Applied Educational Research); (2) a model for a computerized cross-age tutoring program, such as one successfully implemented among seventh- and eighth-grade students attending high intensity tutoring centers; and (3) the Golightly Experimental Program, a research and training center operated jointly by Wayne State University's College of Education and the Detroit Public Schools. Appended materials report findings of total Project Follow Through evaluations and describe in detail the Golightly Center. (RH)

ED 243 590 PS 014 313

Lasson, Rebecca

Use of the Neuman Health-Care Systems Model in the Care of the High-Risk Newborn.

Pub Date—[81]

Note—14p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *High Risk Persons, Intervention, Medical Services, Models, *Mothers, *Nursing, Planning, *Premature Infants, Prevention, *Stress Management, *Stress Variables

Identifiers—Neuman Health Care Systems Model

A case study illustrates the value of high-level conceptualization using a recognized nursing model in a clinical situation. The client was a distraught, recent immigrant of Spanish descent who had given birth to premature twins, had no one to speak to in her language, had little social support from family, and whose husband was unemployed. The family was diagnosed as unprepared to cope adequately with the stressful event of high-risk newborns. The Neuman model was chosen for care planning for this client because of multiple stressors which had either the potential for disturbing or had already disturbed family stability. The model conceptualizes stress and reaction to stress. Using the Neuman model, the nurse as primary caregiver must analyze his or her professional role function in the primary, secondary, and tertiary phases of prevention. Following this determination, the generally accepted nursing process format can serve as an acceptable tool for selecting effective interventions. Use of the

Neuman model suggests that it is a most effective scientific approach to nursing action and is quite adaptable to the care of the high-risk infant. (RH)

ED 243 591 PS 014 317

Otake, Midori. And Others

Maternal and Infant Behavior in Japan and America: A Partial Replication.

Pub Date—Jul 83

Note—25p; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (7th, Munich, West Germany, July 31-August 4, 1983).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cross Cultural Studies, Cultural Differences, Cultural Traits, Foreign Countries, *Infant Behavior, Infants, Middle Class, *Mothers, *Nonverbal Communication, *Sex Differences, *Verbal Communication

Identifiers—Dyadic Interaction Analysis, First Born, *Japan, Naturalistic Observation, Sucking Behavior, Tactile Communication, *United States
Maternal and infant behaviors of 30 American and 52 Japanese mother/infant dyads from middle-class homes were compared. The major differences in caretaker behavior were (1) the Japanese mothers spent more time with or in the presence of their babies than did the American mothers, and (2) the American mothers were more active in positioning the bodies of their infants. Infant behaviors between the two cultures were strikingly similar. Significant differences were found in sucking behavior, with the American babies displaying more sucking behavior than the Japanese babies. Male babies of both cultures were awake more and received more rocking than did females. Several culture by sex interactions were found. Japanese males displayed significantly higher unhappy and total vocal behavior than Japanese females, but the American males displayed significantly lower total vocal behavior than the American females. Comparisons were made with findings from a study conducted in 1969. The findings highlight the importance of cultural context in investigating early behaviors. (Author/RH)

ED 243 592 PS 014 344

Herman, Barry E.

The Case for the All-Day Kindergarten. Fastback 205.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-205-4

Pub Date—84

Note—38p.; This fastback was sponsored by the Indianapolis Indiana Chapter of Phi Delta Kappa. Available from—Phi Delta Kappa, Eighth Street and Union Avenue, Box 789, Bloomington, IN 47402 (\$0.75).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Administrators Attitudes, Check Lists, Classroom Research, Early Childhood Education, *Educational Opportunities, Emotional Problems, *Kindergarten, Learning Problems, *Parent Attitudes, School Readiness, Screening Tests, *Teacher Attitudes

Identifiers—Connecticut (New Haven), *Full Day Programs

Discussion in support of the all-day kindergarten is provided in this pamphlet. Following an introductory description of program rationale, the first section outlines the arguments for and against all-day kindergarten programs. Various research in support of such programs is cited in the second section. The third section reports the commitment in New Haven, Connecticut to the all-day program by listing 15 recommendations submitted to the Board of Education. Procedures for prescreening and post-screening of students are also described. The fourth section identifies typical emotional and learning problems associated with children in all-day kindergartens. A checklist for establishing an all-day kindergarten program is included in the fifth section, while the concluding section cites several facts in support of implementing such arrangements. (BJD)

ED 243 593 PS 014 349

Stark, Giovanna

There Is a Choice: Choosing Good Infant and Child Day Care. Final Report and Executive Summary. California Child Development Programs Advisory

Committee, Sacramento.

Spons Agency—Department of Health and Human Services, Washington, D.C.

Pub Date—27 Mar 84

Grant—90PD86516/01

Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Information Services,

*Consumer Education, *Day Care, Early Childhood Education, *Health Personnel, *Inservice Education, Parent Education, *Parents, Referral, Selection, Videotape Cassettes, Workshops

Identifiers—*California, Department of Health and Human Services

The Child Development Programs Advisory Committee has completed a 1-year grant from the Department of Health and Human Services to educate day care consumers about guidelines for locating quality day care for infants and children. The project was conducted in three selected areas: urban, rural-migrant, and suburban. Two educational components were used to carry out project objectives. First, professional education focused on inservice training for health practitioners. Second, consumer education provided information to parents in maternity wards and clinics. Project activities to disseminate information on infant and child care included (1) inservice training for health educators, professionals, and pediatric nurse practitioners; (2) videocassette presentations for new parents in hospitals and clinics; (3) printed information; and (4) local meetings. Through these activities, the project established a link between parents of newborn infants and community child care resources. (The executive summary of the project is appended.) (Author/BJD)

ED 243 594 PS 014 351

Schilling, Deanna E.

Motivation in the Classroom: A Pilot Study.

Pub Date—83

Note—37p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Childhood Needs, Elementary Education, *Elementary School Students, Fear, Grade 2, Grade 4, Kindergarten, *Psychological Needs, Safety, *Self Actualization, *Student Motivation

Identifiers—*Choice Behavior, *Maslows Hierarchy of Needs

Purposes of this study were to (1) investigate the validity of Maslow's Hierarchy of Needs as it applies to young children; (2) determine developmental shifts in expressed motivational needs; (3) gather information concerning the worries and fears of young children, particularly those of low socioeconomic status; and (4) gather data regarding choices and decisions that teachers allow children to make in the classroom. With Maslow's hierarchy of needs as a theoretical frame of reference, 200 children in kindergarten, second grade, and fourth grade were interviewed about what three wishes they would like to have and why, fears and worries, and what they would like to study. Children's responses were recorded by a concealed tape machine. An open-ended questionnaire was used to ask teachers to list choices they allow children to make in their classrooms. Findings, supportive of Maslow's framework, indicated that: (1) expressed physiological and love needs decrease with age; and (2) safety, esteem, and self-actualization needs increase with age. Children expressed similar fears despite age, socioeconomic status, and ability level differences. Teachers reported allowing students to make choices primarily in nonacademic areas. Further study of teacher responses is planned. Appended are summaries of children's wishes, expressed according to grade level and socioeconomic status. Children's responses to questions are also categorized and compared. (BJD)

ED 243 595 PS 014 353

Flores, Alfredo R. Riley, Mary Tom

The Why, What, and How of a Bilingual Approach for Young Children [and] El Porque, el Cual y el Como de un Enfoque Bilingue para Ninos. Preescolares.

Texas Tech Univ., Lubbock. Inst. for Child and Family Studies.

Spons Agency—Department of Health and Human Services, Dallas, TX. Region 6.

Pub Date—82

Grant—H-9912

Note—178p.; Booklet was subject of a presentation

given at the National Head Start Association Conference (Detroit, MI, April 15-18, 1982).

Language—English; Spanish

Pub Type—Guides - General (050) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Bilingual Education, Cultural Awareness, Curriculum Development, Early Childhood Education, Instructional Improvement,

Language Acquisition, Monolingualism, *Multicultural Education, *Parent Participation,

*Program Implementation, Second Language Learning, Staff Development, *Teacher Attitudes

This guide, in parallel English and Spanish volumes, provides information necessary for implementing bilingual/multicultural programs. Section 1 defines and describes the bilingual approach, examining instructional goals, rationale, philosophical justification, legal foundations, and practical considerations. Section 2 discusses attitudinal concerns, implementation problems, self-assessment instruments, and general strategies for attitude improvement. Bilingual requirements, the processes of language development and second language learning, language assessment and variation, testing procedures, and language teaching strategies are presented in Section 3. The importance of culture is emphasized in Section 4 through discussions of values, providing choices, and integrating cultures and contributions of all groups. Section 5 introduces curriculum ideas and strategies for implementing the bilingual approach. Parental involvement is outlined in Section 6. The concluding section discusses additional aids for the monolingual staff. The text is illustrated with many photographs of children, teachers, and parents. (BJD)

ED 243 596 PS 014 354

An Assessment of the Impact of Inservice Conducted by the Early Childhood Branch (CUSP, MSDE) 1982-83.

Maryland State Dept. of Education, Baltimore. Div. of Compensatory, Urban, and Supplementary Programs.

Pub Date—Feb 84

Note—19p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conferences, Early Childhood Education, *Inservice Teacher Education, Management Development, *Program Effectiveness, Program Evaluation, *Teacher Effectiveness, Time on Task

Identifiers—Maryland

During the 1982-83 school year, the Early Childhood Education Branch of the Maryland State Department of Education conducted three inservice conferences for project directors, supervisory personnel, school administrators, and teacher coordinators involved in the Extended Elementary Education Program. The conferences provided information concerning teacher effectiveness and training to supervisory/administrative personnel from local school districts as a means of increasing teacher effectiveness in local schools. Approximately 92 persons from 12 Maryland school districts participated in the conferences, 72 professionals attended one of two regional conferences, and approximately 83 people attended follow-up sessions. To assess the effectiveness of the inservice initiative, interviews by telephone were conducted with a representative sample, stratified by professional level, from each participating school district. Survey questions focused on how inservice information, ideas, materials, and strategies were used by participants; the extent of their use; and observable changes in teacher behavior, if any, that resulted from their use. Overall, participants had extremely favorable views about the impact of the inservice in their local school districts. Although inservice content was reportedly used extensively, the degree to which the inservice increased the effectiveness of teachers was not clear. Data, however, indicated that the most significant impact was on increasing teachers' awareness of ideas, skills, and materials that contribute to more effective teaching. (RH)

ED 243 597 PS 014 362

Report and Recommendations of the Committee on the Full-Day Kindergarten.

Bay Shore Union Free School District, NY.

Pub Date—Dec 83

Note—14p.

Pub Type—Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Early Childhood Education, *Educational Assessment, *Educational Planning, Grade 2, *Kindergarten, Literature Reviews, *School Readiness, Teacher Response, Workshops
Identifiers—*New York

The charge of the Full Day Kindergarten Committee of the Bay Shore Union Free School District was to determine whether Bay Shore schools should initiate a full day kindergarten or continue with the present half day program. Five methods were used to analyze the potential of the full day program: (1) full day kindergarten visitations, (2) faculty survey, (3) review of research, (4) examination of current academic status of Bay Shore second graders, and (5) workshop attendance by committee members. Findings indicated that implementation of a full day program would improve educational opportunity. The committee recommended that the full day program begin in September 1984 and that a second committee be established to develop a meaningful full day kindergarten program. (BJD)

ED 243 598

PS 014 367

Rooney, Teresa

Who Is Watching Our Children? The Latchkey

Child Phenomenon.

California State Legislature, Sacramento. Senate

Office of Research.

Pub Date—Nov 83

Note—48p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*After School Programs, Emotional Problems, Employed Women, Government Role, *Needs Assessment, Safety, *School Age Day Care, *State Programs

Identifiers—California, *Latchkey Children

This report explores the latchkey dilemma and reviews possible effects this situation may have on the physical and psychological well-being of children. Following a brief executive summary, the first section discusses the emergence of the problem and the availability of child care. Characteristic problems and consequences for children left alone are presented in the second section. The third section describes the scope of the problem, offering discussion on topics ranging from the working status of parents to future concerns. Finally, California's role in school-age child care through direct and indirect subsidies and licensing activities is described in the last section. A bibliography is appended. (BJD)

ED 243 599

PS 014 368

Thompson, Dennis H.

National Forum Panel Presentation on Roles and

Responsibilities in Educational Reform Indianapolis, Indiana, December 6-8, 1983).

Pub Date—8 Dec 83

Note—5p.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Change, *Educational Improvement, Elementary Secondary Education, *Statewide Planning

Identifiers—Hawaii, Hawaii State Department of Education

Roles and responsibilities for educational reform in Hawaii have involved several levels of planning and organizational involvement. A draft document entitled "Our Vision of Excellence" has been compiled by the State Department of Education. Following review by educators, parents, community leaders, and other concerned agencies, a revised edition, leading to a plan of action, has been scheduled for publication in spring 1984. Educational reform meetings have taken place and/or have been planned by the Board of Education, the Board of Regents, State Advisory Council members, the Hawaii Education Council, the governor, state legislators, state and county officials, business and community organizations, unions, private school representatives, and the University of Hawaii. Education must be a shared responsibility with the state, schools, teachers, students, parents, and the general community working together through local, national, and state levels. (BJD)

ED 243 600

PS 014 369

Dossy, Richard J.

Maryland's Comprehensive Approach to Gifted

and Talented Education: Summary.

Pub Date—Dec 83

Note—4p. Paper presented at the National Forum

on Excellence in Education (Indianapolis, IN,

December 6-8, 1983). Document may not reproduce well.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Innovation, Elementary Secondary Education, *Gifted, *Program Development, Residential Programs, School Districts, Special Education, Staff Development, *State Federal Aid, *State Programs, Summer Programs, *Talent

Identifiers—Intensive Courses, *Maryland

Maryland's decade of experience in providing programs for gifted and talented students indicates that response to the needs of such students has been strongest when federal, state, and local policy and financial commitments were complementary. The notion that federal financial support is not necessary and may even be counterproductive is demonstrably untrue. The development of Maryland's school-based programs, serving 45,000 students in 1982-83, was promoted by financial support from federal and state sources, as was the creation of demonstration schools at the senior, middle, and elementary school levels. The creation of staff development centers and projects within local school systems was made possible by support from federal, state, and local sources. Also reflecting the power of integrated federal, state, and local policy are Maryland's innovative summer centers, which provide intensive residential programs of study in the sciences, humanities, visual and performing arts, economics, social sciences, psychology, creative writing, environmental studies, mathematics, government, and foreign languages. Initially, the centers were financed with modest state support and federal dollars, but, as state support has increased, federal funds have been shifted to nurture the local staff development centers. (RH)

ED 243 601

PS 014 375

Worden, Patricia E. Kee, Daniel W.

Parent-Child Interaction and Computer Learning:

An Alphabet Game for Preschoolers.

Pub Date—Apr 84

Note—11p. Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Books, Childrens Literature, Comparative Analysis, *Computer Assisted Instruction, Learning Activities, *Letters (Alphabet), *Mothers, Parent Child Relationship, *Preschool Children, Reading Readiness, *Verbal Communication

Ten 3-year-olds and their mothers were videotaped in two alphabet learning tasks to determine how young children would interact with computers as compared with more typical preschool learning activities. Subjects were introduced to the computer alphabet game "My First Alphabet" for 12 minutes and then reconvened following a short break for a 12-minute book-reading session. Findings indicated that the mothers produced different patterns of verbal events than did the children. In addition, although language complexity was not affected in either case, the amount of verbal interaction was dramatically greater in the book-reading than in the computer session. Because of the computer's novelty, findings were inconclusive in assessing the degree of interest and involvement of parents and children in book versus computer settings. It was suggested that future researchers discover whether differences exist between computer and reading interactions after subjects are more computer experienced. (BJD)

ED 243 602

PS 014 377

Fuller, Mary Lou

Increasing Self Concept: An Educational Perspective.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Pub Date—Apr 84

Note—21p. Printed on colored paper.

Available from—Insights, Center for Teaching and Learning, Box 8158, University of North Dakota, Grand Forks, ND 58202 (\$3.50 per year).

Journal Cit—Insights Into Open Education; v16, n7, April 1984

Pub Type—Opinion Papers (120) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Classroom

Environment, Elementary Education, *Elementary School Studies, *Individual Needs, *Instructional Improvement, Instructional Materials, Positive Reinforcement, *Self Concept, Student Teacher Relationship, Teacher Guidance, *Teacher Role

This monograph is designed to help educators develop a better understanding of children's self-concept, the effects of children's self-concept on their school experience, and ways educators can have a positive effect on self-concept. The first section defines self-concept and presents two case studies; the second discusses factors influencing the formation of self-concept. The effects of self-concept on academic performance are presented in the third section. Suggestions for teachers are included in the fourth section, which discusses classroom environment, positive feedback, success, and "treating yourself good" for the good of children. A sample plan of action also is included. The fifth section contains a series of helpful ideas and lists of books, filmstrips, games, posters, and other educational materials. Appended are author information and a subscription form for the monograph series. (BJD)

ED 243 603

PS 014 379

Lipsitz, Joan Lefstein, Leah

3:00 to 6:00 P.M.: Programs for Young Adolescents.

North Carolina Univ., Chapel Hill. Center for Early Adolescence.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date—83

Note—166p.

Available from—Center for Early Adolescence, Department of Maternal and Child Health, School of Public Health, University of North Carolina at Chapel Hill, Suite 223, Carr Mill Mall, Carrboro, NC 27510 (\$22.00, plus \$3.00 postage and handling).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*After School Programs, Career Guidance, *Community Services, Counseling Services, Elementary Secondary Education, *Enrichment Activities, Fine Arts, *Recreational Activities, Religious Education

Identifiers—*Early Adolescents

Intended for planning and improving after-school programs for 10- to 15-year-olds, this guide offers ideas about programs, administration, fund raising, public relations, inservice training, facilities, program evaluation, and staffing. Section 1 is composed of 14 program descriptions, including individual cover sheets summarizing facts and figures, items of special interest, and a checklist of activities. Section 2 describes 10 additional programs and provides the name of the contact person, a synopsis of the program's mission, and a checklist of activities. Appended are a form used as protocol for site observation and indices of programs by name, geographic location, sponsoring agency, funding agency, program site, and activities offered. (BJD)

ED 243 604

PS 014 391

Special Stresses of Infant Caregiving. CCEP Handout #17.

Child Care Employee Project, Berkeley, CA.

Spons Agency—Rosenberg Foundation, San Francisco, Calif.

Pub Date—84

Note—7p.

Pub Type—Reports - Descriptive (141) — Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Caregivers, Early Childhood Education, *Employee Attitudes, Health Needs, Infants, Interpersonal Communication, Interpersonal Relationship, Psychological Needs, Salaries, *Staff Development, Status Need, *Stress Management, *Stress Variables, Work Attitudes

Because the characteristics of children change at different ages, child caregiver knowledge, techniques, and stresses also should vary. The author suggests ways to improve or eliminate three specific stresses of infant/toddler caregiving: low pay and status, physical stress, and emotional stress. Infant caregivers should inform parents about the value of caregiving and the need for quality child care. Caregivers should demand professional and in-service training from centers and community colleges as a way of gathering support for improved pay and working conditions. To reduce physical stress and exposure to illness, caregivers should take care of

themselves and should encourage their centers to provide health coverage, substitute caregivers, and comfortable places for meals and breaks. To avoid the emotional stress caused by the intense attachments and bonds that develop between caregiver and child, caregivers should communicate their feelings and work together for sensitivity of staff needs. (BJD)

ED 243 605 PS 014 393

Ferreira, M. C. Rossetti And Others

Quality of Care in Creches for Disadvantaged Children: A Brazilian Case Study.

Pub Date—Jul 83

Note—20p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (7th, Munich, West Germany, July 31-August 4, 1983). Photographs may not reproduce well.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Action Research, *Child Caregivers, *Child Development, Cognitive Measurement, *Day Care Centers, Developing Nations, *Disadvantaged Environment, *Disadvantaged Youth, Early Childhood Education, Nutrition, Physical Development, Self Concept, Teacher Salaries

Identifiers—*Brazil (Sao Paulo), *Caregiver Child Ratio, Creches

A study was conducted to critically assess the developmental conditions of 187 children (ages 1 month to 6 years) in eight creches (day nurseries) located in and around Ribeiro Preto, Brazil. Data were collected through informal interviews of day care staff and from 20 hours of direct observations of day care units. Findings indicated inadequate physical structures, lack of structured activities, untrained staff, and poor caretaker/child ratios. Six creches had poorly qualified and underpaid teachers who supervised organized "school-like" activities for the older groups. Language development seemed inhibited in younger children, but older children were more verbal. Nutritional data indicated a significant excess of children with low height for age, a fact suggesting past malnutrition. Physical and mental development data were incomplete, but there were no apparent behavioral disturbances in spite of deprived conditions. It was emphasized that children learned to be passive, obedient, and helpless and had greater chances of developing negative self-concepts. (BJD)

ED 243 606 PS 014 412

Uhlenberg, Beverly

When Parents Need Help with Parenting Are Educators Used as a Resource? No. 19.

North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.

Pub Date—Aug 83

Note—70p.

Available from—Bureau of Educational Research and Services, Box 8158, University Station, Grand Forks, ND 58202 (Report No. 19, \$2.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Ability, Accreditation (Institutions), *Child Rearing, Elementary Secondary Education, *Helping Relationship, Incidence, *Parents, *Parent Teacher Cooperation, Private Schools, Public Schools, Questionnaires, *School Personnel, State Surveys, Teacher Participation

Identifiers—*North Dakota

A study was made of the characteristics of help provided by educators to North Dakota parents presenting parenting problems and concerns. Dependent variables were frequency of parental requests and educators' perceived ability to be helpful. Data collected from responses to a questionnaire enabled analysis of the differences between dependent variables and (1) school category; (2) willingness of educator to help; (3) sex of educator; (4) marital status of educator; (5) number of children to which educator is a parent; (6) public or private school; (7) position of school personnel; (8) subject assignment; (9) number of years of educational experience; (10) institution from which degree was received; (11) parenting classes offered by school; (12) parenting classes offered by a community organization; (13) building enrollment; and (14) district enrollment. A random sample of 21 North Dakota schools was selected; the sample was stratified by accreditation level and by public or private designation. A total of 376 educators (of approximately 440 possible respondents) completed and returned the questionnaire. Results are discussed, numerous conclusions and recommendations are offered, and the

questionnaire is appended. (RH)

ED 243 607 PS 014 452

Nida, Robert E. And Others

Introducing a Microcomputer to a Preschool Classroom: The Effects on Children's Social Interaction.

North Carolina Univ., Greensboro. Family Research Center.

Pub Date—[84]

Note—35p.; Product of the Children and Technology Project (CAT).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Antisocial Behavior, Classroom Observation Techniques, *Microcomputers, *Preschool Children, Preschool Education, *Prosocial Behavior

Identifiers—*Social Interaction

Two studies investigated the effect of microcomputers on children's social behavior in preschool classrooms. The first study was conducted at a university nursery school; the second took place at a university day care center. Guided by a list of behaviors selected from the Friedrich and Stein Observation Scale, observations were made at two settings during a 1-hour free-play period. Twelve social behaviors were categorized as prosocial, antisocial, or neutral. A microcomputer and age-appropriate software were introduced into each classroom according to the following schedule of treatment weeks: baseline, computer-noninteractive (omitted in the second study), computer-interactive, and computer-interactive/teacher-interactive. Except for level of antisocial behavior, results indicated few differences in social interaction patterns between the microcomputer and other free-play choice areas. Critical factors related to the level of antisocial behaviors within the microcomputer area appeared to be the ratio of children to microcomputers and the amount of structure provided by the teacher. Contrary to the predictions of some, the computer did not diminish children's social interactions. (Author/RH)

ED 243 608 PS 014 453

Shade, Daniel D. And Others

Microcomputers: A Close Look at What Happens When Preschool Children Interact with Age-Appropriate Software.

North Carolina Univ., Greensboro. Family Research Center.

Pub Date—[83]

Note—27p.; Product of the Children and Technology Project (CAT).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Childhood Attitudes, Classroom Observation Techniques, Knowledge Level, *Microcomputers, *Preschool Children, Preschool Education, Preschool Teachers, Questionnaires, *Student Behavior, Teacher Influence

Identifiers—Helping Behavior, Rule Application, Social Interaction

Two experiments were performed on two different populations of preschool children with a mean age of 4.5 years. One group was enrolled in a half-day nursery school program and the other attended a full-day program. A microcomputer and age-appropriate software were placed in each classroom according to the following schedule of treatment weeks: baseline, computer-noninteractive (omitted from the second study), computer-interactive, and computer-interactive/teacher-interactive. Children were observed unobtrusively from a position within the computer station. The following behaviors were recorded at 5-minute intervals: (1) child-to-child behaviors, which included positioning for a turn, assisting one another at the computer, enforcement of rules, and domination of the computer; and (2) child-to-computer behaviors, which included object aggression, defending property, key manipulations, and touching the monitor. After the final week, a questionnaire was administered to the children to ascertain the extent of their knowledge, attitudes, and perceptions about their computer experience. It was concluded that preschool children are capable of working with microcomputers and that they can use the standard keyboard with minimal instruction, change software with minimal instruction, and work together at the computer station with minimal teacher supervision. (Author/RH)

ED 243 609 PS 014 454

Lipinski, Judith M. And Others

Competence, Gender and Preschooler's Free Play

Choices When a Microcomputer Is Present in the Classroom.

North Carolina Univ., Greensboro. Family Research Center.

Pub Date—[84]

Note—22p.; Product of the Children and Technology Project (CAT).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Competence, *Microcomputers, *Play, *Preschool Children, Preschool Education, *Sex Differences, *Time Factors (Learning)

Identifiers—*Choice Behavior

The proliferation of microcomputers in early childhood education has raised concerns about the computer's effects on the preschool curriculum. Of particular concern is the possibility that children will interact with the computer to the exclusion of other important activities. To examine this issue, a two-study project investigated children's activity choices in a 1-hour free-play period. Gender, competence, and free-play areas were the independent variables. The first study involved a class of 4-year-old children at a university-based nursery school; a class of 4-year-olds attending a university day care center participated in the second study. A microcomputer and age-appropriate software were placed in each classroom according to the following schedule of treatment weeks: baseline, computer-noninteractive (omitted in the second study), computer-interactive, and computer-interactive/teacher-interactive. The presence of the microcomputer initially disrupted children's free-play patterns. After several weeks, children's free-play choices returned to baseline levels. In the first study, it was found that girls spent more time at the computer than did boys; however, no significant sex differences were found in the second study. In both, children judged to have high and medium levels of competence spent equal amounts of time at the computer. (Author/RH)

RC

ED 243 610 RC 014 690

Ethnic Data and Higher Education: A Reference Guide for the California State University. A Student Affirmative Action Report.

California State Univ., Long Beach. Office of the Chancellor.

Pub Date—[May 83]

Note—441p.

Pub Type—Information Analyses (070) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Academic Achievement, American Indians, Asian Americans, Black Students, Census Figures, Demography, *Educational Attainment, Elementary Secondary Education, *Enrollment, *Ethnic Distribution, *Ethnic Groups, Graduation, Higher Education, High School Graduates, Hispanic Americans, Majors (Students), *Postsecondary Education, School Holding Power, Student Attrition, Student Mobility, Student Needs, White Students

Identifiers—*California, *California State University

The report is a comprehensive and descriptive reference source for California State University (CSU) administrators interested in various aspects of ethnic data. Section I is an introduction. Section II presents ethnic data drawn from the 1980 California census, discusses some of the problems in the use and interpretation of such data, and lists nine additional sources of census information. Section III offers data on K-12 ethnic enrollments in California and information on high school achievement, attrition, and graduation patterns. Section IV addresses ethnic enrollments, participation, and transfer rates in California postsecondary education, showing data for all public segments, comparisons among segments, and comparisons between the segments and secondary school data. Section V presents data on academic achievement and student retention and graduation rates by ethnic group. It also provides an analytic review of retention programs in higher education and a 44-item bibliography of major sources of information. Section VI presents the results of the CSU Student Needs and Priorities Survey, with an emphasis on ethnic group variations. Among the topics surveyed are student life goals, educational priorities, satisfaction levels, academic and social issues, finances, and retention. Section VII indexes

the tables, figures, and appendices in the report. (SB)

ED 243 611

RC 014 699

Cooper, Jim

Historic Crafts and Skills. Instructor Manual.

Historic Skills Series.

Missouri Dept. of Conservation, Jefferson City.

Pub Date—84

Note—99p.

Available from—Missouri Dept. of Conservation, P.O. Box 180, Jefferson City, MO 65102 (\$3.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—American Indians, Clothing, Environmental Education, Ethical Instruction, Experiential Learning, Food, *Handicrafts, Interdisciplinary Approach, *Learning Activities, Life Style, *Outdoor Education, Recreational Activities, Secondary Education, *Skill Development, *Units of Study

Identifiers—*Frontier History, *Fur Trade, Missouri, Shelters

Designed for classroom teachers and youth leaders, this self-contained manual contains classroom tested background information, lesson plans, activities, class exercises, tests, suggested visual aids, and references for teaching basic historic crafts and skills to junior high and senior high school students. An introductory section briefly discusses the rationale for teaching historic crafts and skills, establishes unit goals and objectives, and raises ethical questions about past and present relationships with the environment. Another section provides historical background about the fur trade and the peoples involved in it, a time line for the Missouri frontier, early cooking and clothing construction techniques, shelter types, and essential and convenience equipment of frontiersmen. Six 50-minute or longer lesson plans cover frontier lifestyles, fashion, shelter, and comfort and include teaching method, time, purpose, instructional aids, facilities required, and an outline. The manual, illustrated with line drawings, also contains a glossary; bibliography; general instructions for leatherworking, sewing, metalworking, and woodworking; a crossword puzzle; written and practical examinations; and 18 student projects including how to make a steel striker, charcoal, fire starter, smoker, frontier foods, tan hides, moccasins, buckskin shirt, leggings, Indian dress, drop-sleeve shirt, beadwork, natural dyes, tipi model, hunting bag, knife sheath, brass candle lantern, and wooden cassette. (NEC)

ED 243 612

RC 014 700

Green, Paul

The Outdoor Leadership Handbook. A Manual for Leaders of Land-based Outdoor Pursuits in the Pacific Northwest.

Emergency Response Inst., Tacoma, WA.

Report No.—ISBN-0-913724-32-7

Pub Date—82

Note—44p.

Available from—Emergency Response Institute, 9035 Golden Givens Road, Tacoma, WA 98445 (\$3.50).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adventure Education, Certification, Delinquency, Equipment, First Aid, Group Dynamics, Leaders, Leadership Qualities, *Leadership Responsibility, Leadership Training, *Outdoor Activities, *Outdoor Education, Recreational Activities, *Safety, *Skill Development

Identifiers—Environmental Impact, *Outdoor Leadership, Pacific Northwest, Risk Management, *Trip Planning

The handbook is intended for three leadership groups: leaders of land-based trips in the Pacific Northwest with youth or adults for an agency such as a city recreation department, experienced leaders, and leaders conducting high-adventure programs for juvenile delinquents. The handbook contains current information regarding: (1) trip planning and management (site selection, schedules, routes, safety guidelines, group policies, transportation, permits, licensing, food, emergency procedures, minimum impact practices); (2) risk management (client experience and health status, risk disclosure, safety consciousness, first-aid skills and supplies, skill development); (3) leadership on the trail and cross-country navigation (roles of navigator, pacer, anchor person, leader); (4) leader certification; and (5) the roles of the outdoor leader who is ultimately responsible for the safety and protection of the group. It includes lists of appropriate first

aid supplies and backpack equipment, as well as sample forms for planning risk management; gathering information about the field trip, students, and campers' experience; and releasing liability. A list of information sources is included. (SB)

ED 243 613

RC 014 701

Lavalla, Patrick

Handbook, Living Life's Emergencies: A Guide for Home Preparedness.

Emergency Response Inst., Tacoma, WA.

Report No.—ISBN-0-913724-25-4

Pub Date—81

Note—77p.

Available from—Survival Education Association, 9035 Golden Givens Road, Tacoma, WA 98445 (\$3.00 plus \$1.00 postage and handling).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Emergency Programs, *Family Health, Fire Protection, *First Aid, Food, *Natural Disasters, *Nutrition, *Outdoor Education, Safety, School Safety, Water

Identifiers—Blizzards, *Disaster Planning, Earthquakes, *Emergencies, Floods, Hurricanes, Survival, Tidal Waves, Tornadoes, Tornado Protection

Although not intended as a complete manual, the guide gives families a better chance of surviving and recovering from a major emergency by helping them learn what emergencies and disasters could occur in the area, how to prepare for them, what action to take in emergencies, and how to develop emergency skills. The guide explains what supplies to keep on hand and gives procedures for the time after any emergency. It discusses preparedness and procedures for house fires, forest and wildland fires, power outages, lightning, earthquakes, tidal waves, floods, hurricanes, tornadoes, heat waves, and winter storms. The guide also discusses body management in terms of air, shelter, rest, water, and food. It lists general indicators of major body upsets, gives a list of household and automobile first aid supplies, and discusses various injuries (bleeding, wounds, shock, burns, fractures), with a table of signs, symptoms, and treatments. The book discusses the maintenance of good health and hygiene during emergencies, short-term emergency water sources, preparation of water in emergencies, food storage, and emergency menus. In addition to a chart of emergency telephone numbers, the guidebook contains an outline for family emergency planning. (SB)

ED 243 614

RC 014 702

Lavalla, Rick And Others

Search Is an Emergency: A Field Coordinator's Guide for Managing the Search Function.

Emergency Response Inst., Tacoma, WA.

Report No.—ISBN-0-913724-30-0

Pub Date—82

Note—100p.; "Managing the Search Function" courses are sponsored and taught by the National Association for Search and Rescue and the National Park Service.

Available from—Survival Education Association, 9035 Golden Givens Road, Tacoma, WA 98445 (\$5.00 plus 20% postage and handling).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Behavior, *Emergency Squad Personnel, Interviews, *Investigations, Leaders, *Leadership Responsibility, *Outdoor Education, Questioning Techniques, Rescue

Identifiers—Lost Persons, Outdoor Leadership, *Search and Rescue Management, Search Behavior

The pocket-sized guide book is intended for law enforcement and land management agencies responsible for land-based search and rescue missions and is also useful for outdoor leaders. The information in the book is based on two premises, that a search is an emergency situation and that a search is a classic mystery. The guidebook contains information about theories and principles of land searches, search and rescue resources, search planning and execution, investigation principles, interviewing instructions, theory of search and detection probabilities, lost subject behavior, establishing search area, clue orientation, search team organization and management, base camp administration and organization, briefing and debriefing, medical aspects of searches, suspending searches, and demobilization. The book also contains checklists to use in the field, including a list of search and rescue resources, interview form, tracking charts, a lost person questionnaire and information form, and a

helicopter request form. The guide presents much information in tabular form and contains many illustrations. (SB)

ED 243 615

RC 014 703

Mitchell, Jim Fear, Gene

Fundamentals of Outdoor Enjoyment.

Survival Education Association, Tacoma, WA.

Report No.—ISBN-0-913724-09-2

Pub Date—77

Note—111p.

Available from—Survival Education Association, 9035 Golden Givens Road, Tacoma, WA 98445 (\$5.00 plus \$1.00 postage and handling).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Clothing, Cooking Instruction, Environmental Education, *Equipment, First Aid, Food, *Guidelines, Learning Activities, Navigation, *Outdoor Activities, *Outdoor Education, *Planning, Recreational Activities, Rescue, *Safety, Secondary Education

Identifiers—Shelters, *Survival Education, Wilderness

The purpose of this preventive search and rescue teachers guide is to help high school aged youth understand the complexities and priorities necessary to manage a human body in outdoor environments and the value of planning ahead to have on hand the skills and equipment needed for outdoor survival, comfort, and enjoyment. Separate sections present learning objectives and outline information on the topics of outdoor comfort and enjoyment, self management, heat production and temperature control, planning, equipment, cooking and eating, sleeping and shelter, emergency responses, and wilderness navigation. Other sections detail preparation, activities, and follow-up evaluation procedures for day and overnight backpack trips; recommend items, including quantity, size, and intended uses for first aid supplies; provide sample menus for overnight and 3-day trips for three persons; and present experiments and information illustrating heat transfer and thermal conductivity. Checklists identify equipment needed, considerations, and dangers for hiking or climbing, bicycling, boating, snowshoeing or cross-country skiing, skin or scuba diving, stream fishing, and skiing. More than 140 black and white drawings illustrate important points. (NEC)

ED 243 616

RC 014 704

Fear, Gene

Wilderness Emergency: Surviving the Unexpected.

Survival Education Association, Tacoma, WA.

Report No.—ISBN-0-913724-02-5

Pub Date—79

Note—205p.

Available from—Survival Education Association, 9035 Golden Givens Road, Tacoma, WA 98445 (\$5.00 plus \$1.00 postage and handling).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adjustment (to Environment), *Equipment, *First Aid, Leadership, Outdoor Activities, *Outdoor Education, *Problem Solving, Psychological Patterns, Rescue, Resource Materials, Safety, Secondary Education

Identifiers—*Emergencies, Survival, Survival Competencies, *Survival Education, Wilderness

In any unexpected survival experience, one must accept the situation with just what one has at the moment it happens, where it happens, and how it happens. Problem solving must be based on known body enemies that threaten life, their priority of influence, and their severity of threat to life. Solutions will depend on the body's energy supply, environmental factors, ability to recognize danger, individual skills and abilities, and the knowledge to improvise defenses needed. The book covers each of these emergency wilderness survival issues in chapters on anticipating problems, problem analysis, physiological problem indicators, psychological stress, general first aid and survival techniques, body energy, survival in cold and heat, improvising life support essentials (shelter, clothing, water, food, warmth, signals), navigation, and leadership and party organization. Survival experiments and essential items for personal survival kits, auto survival kits, aircraft survival kits, and first aid kits are outlined. Additional books and films on survival and emergency preparedness and search and rescue management are recommended. The book is well illustrated with line drawings, diagrams, and humorous cartoons, and includes an index. (NEC)

ED 243 617

RC 014 708

Little, Mildred J. Bunting, Camille
Casting and Angling.

Safari Club International Conservation Fund, Tucson, Ariz.

Pub Date—80

Note—61p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Activity Units, Educational Games, Environmental Education, *Equipment, Ethical Instruction, Experiential Learning, Instructional Materials, Learning Activities, Lesson Plans, Lifetime Sports, *Outdoor Education, *Recreational Activities, Secondary Education, *Skill Development, Transparencies

Identifiers—*Casting Techniques, *Fishing

The self-contained packet contains background information, lesson plans, 15 transparency and student handout masters, drills and games, 2 objective examinations, and references for teaching a 15-day unit on casting and angling to junior high and senior high school students, either as part of a regular physical education program or as a club activity. An introductory section briefly discusses the recreational value of fishing, addresses the ethical concerns and responsibilities of fishermen, establishes unit goals and objectives, lists equipment types and sizes, and suggests additional print and film sources. The 50-minute lesson plans cover definitions for casting and angling; familiarization with rod and three types of reels; casting technique; knot tying; angling techniques; how to play and land a fish; use of fishing accessories; artificial lures; and cleaning, filleting, and skinning a fish. Each lesson plan outlines skills to be taught, teaching methods, activities, and references. The packet also contains diagrams and procedures for four casting drills and eight casting games (Plug Bombardment, Catfish, Crossing the Creek, Fish, Challenge, Obstacle Course, Jaws, and Plugoff), teaching hints, and additional unit possibilities for fly fishing, surf fishing, and lure and rod craft. (NEC)

ED 243 618

RC 014 733

Carranza, E. Lou

Mexican-American Cultural Assumptions and Implications.

Pub Date—Mar 84

Note—24p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior, Bias, *Cultural Traits, Hispanic American Culture, *Literary Styles, Literature Reviews, *Mexican American Literature, *Mexican Americans, *Mexicans, Quality of Life Identifiers—Chicanos, *Cultural Values, La Raza, Mexico

The search for presuppositions of a people's thought is not new. Octavio Paz and Samuel Ramos have both attempted to describe the assumptions underlying the Mexican character. Paz described Mexicans as private, defensive, and stoic, characteristics taken to the extreme in the "pachuco." Ramos, on the other hand, described Mexicans as being distrustful and having feelings of inferiority, characteristics taken to the extreme in the "pelado." Literature also provides preconceptions about Mexican Americans. The Chicano literature of the 1960's and 1970's often calls for voluntary submission to the assumptions and concepts of "la raza" and of "carnalismo," or allegiance. The works of E. C. Orozco, Rodolfo Gonzales, Henry B. Gonzales, and Armando Rodriguez, among others, attempt to define a Chicano nationalism, Chicanos, Mexican Americans, and Chicano goals. Examination reveals that Mexican American literature had a predominant theme that: (1) organized deprivation and perceived oppression into complaint, emotional appeal, and protest; and (2) stressed the cultural heritage of Mexican Americans; and (3) based its acceptance on assumptions of ethnic pluralism. However, the Chicano movement has changed; protest is no longer essential. As part of a shift toward moral relativism in the larger society, the Chicano movement has lost meaning and the sense of a religious view of life. Mexican Americans should determine the meaning and cost of freedom. (SB)

ED 243 619

RC 014 734

Schmidt, Gene L.

Facilitating Inter-District Cooperation.

Pub Date—Jul 83

Note—24p.; Paper presented at the Annual Rural Schools Program Conference and The Council on Rural Education (4th, Ithaca, New York, July 17-19, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Board of Education Role, Community Influence, *Cooperative Programs, Decision Making, Disabilities, Elementary Secondary Education, Futures (of Society), Gifted, *Needs Assessment, Organizational Effectiveness, Policy Formation, Regional Cooperation, Regional Programs, Relevance (Education), Rural Education, *Rural Schools, *Shared Services, *Small Schools

After an introductory section which points out that the responsibility of small and rural schools is to provide all children with a quality education, and that Boards of Education must decide what is best for all children in the community, the paper briefly describes 16 exemplary programs involving cooperation between school districts. The necessity for small school systems to overcome their reluctance (often due to squabbling over locus of decision-making control) to join in regional and cooperative programs is noted. Cooperative sharing of programs, students, and teachers in districts in New York, Minnesota, and Alabama is discussed. Three major tasks for the 1980's, critical to solving problems of rural schools and small districts, are stated: basic research on small school problems, practices, and unique features; curriculum and program development that builds on these features; and elaboration and instrumentation of models for funding and regulating small schools. Lists of 24 strengths, 14 reasons for problems in meeting student needs, and 11 conditions for effective organizations to blend sharing and smallness are provided. Conclusions indicate that organizational arrangements in leadership within cooperative systems themselves are more critical to survival or death of the cooperative programs than environmental conditions within organizations. (MH)

ED 243 620

RC 014 737

Faas, Larry A.

American Indian Degree Holders Who Return to Their Home Communities to Teach.

Pub Date—84

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Education, *American Indians, *Community Attitudes, Community Leaders, Elementary Secondary Education, Higher Education, *Parent Attitudes, Preservice Teacher Education, Student Attitudes, *Student Teacher Relationship, *Teacher Education Programs, *Teacher Influence, Teacher Role Identifiers—*Arizona State University

The 4-year Arizona State University Career Opportunities Project, designed to provide Arizona Indians with Bachelor's degrees so they could be employed as teachers in their home communities, graduated 34 teachers, 24 of whom were interviewed. Over half reported a period following their graduation in 1974 when they were closely watched by parents of their students and other community members. Relationships between program graduates and other school employees were generally excellent, with a few negative reactions. Although tribal leaders viewed the program as a major breakthrough, community members in several cases reacted with skepticism. Some participants were sustained in the program by encouragement from their parents; others reported that a relative was openly hostile or jealous following their graduation. Reactions from students were positive, after they became convinced that it was possible for an Indian to be a teacher. The test of time has proven that these teachers, who were regarded by members of their communities as "smart" when they graduated, are now also regarded as "wise," and are regularly sought out by parents and other community members for advice on educational matters. (MH)

ED 243 621

RC 014 738

Worthington, Robert M.

Building Partnerships in Rural Education.

Pub Date—Feb 84

Note—15p.; Paper presented at the Annual Conference of People United for Rural Education (7th, Des Moines, IA, February 2, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Census Figures, Community Organizations, *Cooperation, *Federal Government, *Government School Relationship, *Rural Education, Rural Population,

Socioeconomic Status

Identifiers—*Department of Education, *Private Sector

In this keynote address, the Assistant Secretary for Vocational and Adult Education described federal efforts to foster partnerships in support of rural education. According to the 1980 Census, the country's rural non-farm population grew 11.1% between 1970 and 1980 but rural communities lagged behind the rest of the country in educational achievement and economic well-being. Because rural areas have fewer resources with which to buy more expensive services, educational partnerships between the private and public sectors are essential to quality rural education. The proceedings of the National Partnerships in Education Program, held October 13, 1983, outlined how such partnerships can work, noting that they can help schools get assistance with special resource needs; supplement classroom learning; understand the business world, its resources, its requirements, and its concerns; and gain expertise in technical and management areas. The private sector and community organizations can also provide rural schools with tutoring, apprenticeships, speakers, equipment, scholarships, and motivation. The Department of Education intends to further partnerships in rural education through its Intra-Agency Committee on Rural Education and through the Rural Education Subcommittee of the Federal Interagency Committee on Education. The Department has issued a national rural education policy statement, prepared annual comprehensive rural education reports, reviewed legislation and regulations for rural education equity, and planned a conference on rural education partnerships for June 1984. (SB)

ED 243 622

RC 014 739

Peters, Richard

Developing Global Perspectives about International Relations among Proactive Action Students in Rural Schools.

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.

Pub Date—May 84

Note—23p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Air Pollution, Citizenship Education, Decision Making, Elementary Secondary Education, *Global Approach, Models, Perspective Taking, *Role Playing, *Rural Education, Rural Schools, Simulation, Student Attitudes, *Student Development, *Student Participation, Student Role, World Affairs, World Problems Identifiers—*Model United Nations, *Proactive Action Model

Since this is an age of international interdependence and even those growing up in small rural communities are not insulated against spill-over effects of global events, rural students should be exposed to world affairs and prepared for citizenship in the global community. Resources for organizing instructional activities to affect the global perspective of students can be found in typical school/community libraries: encyclopedias, novels, histories, travel publications, and newspapers. Many media resources can be obtained at minimal cost. The Proactive Action Model (perception-thought pattern-action) can be used to involve students directly in simulated activities which expose them to and involve them in critical thinking and decision making. Students can role-play as delegates in a model United Nations session, which can involve both students and teachers in research and organization. Topics of international importance, such as acid rain, Palestinian refugees, and nuclear waste disposal, can be discussed and debated, and students can issue final policy statements. The importance of the model United Nations to the development of global perspectives among students in rural schools is that these students gain opportunities to participate directly in learning activities which are informative, enriching, and fun. Fourteen resource organizations are listed. (MH)

ED 243 623

RC 014 740

Peters, Richard

Developing Global Perspectives about Nuclear Arms Control among Proactive Action Students in Rural Schools: A Teacher's Guide.

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.

Pub Date—May 84

Note—30p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Citizenship Education, Disarmament, Elementary Secondary Education, *Global Approach, International Cooperation, Models, *Nuclear Warfare, Perspective Taking, Role Playing, *Rural Education, Rural Schools, Simulation, *Student Attitudes, *Student Development, Student Participation, World History
Identifiers—*Proactive Action Model

A teacher's guide to developing global perspectives about nuclear arms control among proactive action students in rural schools outlines the historical development of the current nuclear situation, describes a nuclear age curriculum, explains the importance of proactive and global perspectives, covers simulated situations, and provides a glossary of 23 selected nuclear arms terms. The history of nuclear arms development from World War II to the present is described. Emphasis is given to the idea that a nuclear age curriculum should include in-depth investigation of divergent views and allow students to form their own opinions. The importance of an active citizenry with a global perspective is also emphasized. Ways to develop global consciousness among students in rural schools are briefly noted: audiovisual and printed materials, guest speakers, enrichment resource materials, exchange student programs, field trips, group travel, small group research, simulation, clubs, pen-pal activities, festivals, adoption of needy children, community-based research, staged activities, and high school students reading stories about other lands to children in lower grades. The Proactive Action Model (perception-thought pattern-action) and a simulated international conference on nuclear arms limitation are outlined. Nineteen resource organizations and their addresses are listed. (MH)

ED 243 624 RC 014 741

Grippin, Pauline. And Others

Improving Service for Handicapped Students in

Rural Areas: A Program.

College of St. Rose, Albany, N.Y.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Apr 84

Grant—G009301642

Note—37p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrators, Attitude Change, Change Agents, *College School Cooperation, *Cooperative Programs, Delivery Systems, *Disabilities, Educational Objectives, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Mainstreaming, *Needs Assessment, Preservice Teacher Education, Program Descriptions, *Rural Education, Rural Schools, School Districts, School Surveys, Special Education, *Special Education Teachers, Teacher Attitudes

Identifiers—*College of Saint Rose NY, Public Law 94 142

A 3-year cooperative program between the College of Saint Rose (Albany, New York) and surrounding rural school districts has two main goals: to help rural Chief School Officers (CSOs) design staff development activities to meet educational needs of mainstreamed handicapped students and to improve the college's preservice teacher education program so that graduating students will be better prepared to provide services to rural handicapped students. During the program's first year (1983-84), 13 CSOs responded to a needs assessment survey related to program goals. It is planned that three rural regions, organized from 15 districts, will collaborate with the college through rural teams composed of administrators and faculty and/or school board members. At an orientation meeting in November 1983, generally-held concerns of CSOs were identified as: attitudes of regular classroom teachers toward mainstreaming, the need for inservice and the need for appropriate materials and instructional strategies for mainstreaming. In March 1984, a meeting between College faculty and Region I CSOs included presentations on rural inservice activities through the Board of Cooperative Education Services, rural inservice using consultants, and strategies and issues for learning disabled in rural areas. A College Task Force has been established, has interacted with the Region I rural team, and has begun to think about curricular changes. Assessment survey results are appended. (MH)

ED 243 625

Coker, Dolores Muga

Chicanas and Higher Education.

Pub Date—Mar 84

Note—11p; Paper presented at the Annual Conference of the National Association for Chicano Studies (12th, Austin, TX, March 8-10, 1984).

Pub Type—Information Analyses (070) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aspiration, Culture Conflict, *Educational Attainment, Elementary Secondary Education, *Employment Level, *Females, Higher Education, *Hispanic American Culture, *Mexican Americans, Minority Groups, Racial Discrimination, Sex Differences, Sex Discrimination, *Sex Role, Sex Stereotypes, Student Attitudes, Teacher Role, Values

Identifiers—*Chicanas, Texas

Hispanic women still face educational and employment handicaps rooted in racial and sex-related discrimination. Because Hispanic women are the product of two cultures (the traditional Mexican American culture inside the home and the dominant American culture outside the home), they sometimes face a struggle. Although research indicates that Mexican American girls have higher aspirations and think learning is more important than do Mexican American boys, they still receive less schooling. Under 6% graduate from college, as compared to 9% of Mexican American males. Their low educational attainment may be due to the fact that school is unrelated to success in traditional Mexican American roles. Their educational and occupational attainment may be restricted by their adherence to traditional cultural values which emphasize male supremacy, maternal self-sacrifice, and the maintenance of family roles at the expense of other roles for women. While elementary and secondary teachers should be sensitive to the culture of Hispanic women in order to avoid home-school conflicts, counselors should guide Hispanic women towards non-traditional careers. Texts and other classroom materials should avoid perpetuating stereotypes about Hispanic female submissiveness. Further study of the subject is needed. (SB)

ED 243 626

Hernandez, Norma G.

A Model for Mathematics Teaching Effectiveness for Mexican-American Students.

Pub Date—Feb 84

Note—14p; Paper presented at the American Association for Colleges of Teacher Education Conference (San Antonio, TX, February 1, 1984).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Bilingual Education, Cultural Influences, Elementary Education, *Instructional Improvement, Mathematics, *Mathematics Achievement, Mathematics Education, Mathematics Instruction, Mexican American Education, *Mexican Americans, *Models, Spanish Speaking, Teacher Effectiveness

Guided by the assumption that teaching methods found successful with the majority cultural group can be utilized effectively with Mexican American students, except where there is clear, significant research evidence to the contrary, the model suggests an instructional approach to improve mathematics achievement of elementary Mexican American students. The model follows a format of planning, implementation, and assessment of instruction, and is modified relative to the influence of language development, low-income parents, and classroom climate on the academic achievement of Mexican Americans. Planning encompasses identification of cognitive entry levels of performance in language and mathematics, externalization of objectives, and selection of instructional techniques and materials. Implementing instruction requires effective use of allotted instructional time in a class format providing set induction, presentation of new material, supervised practice with feedback, homework, and review. To achieve optimum results, student/teacher interaction during implementation should emphasize correct oral English and Spanish usage, corrective feedback and reinforcement, equal expectations for Mexican American students as for the majority, and teacher indication that students are expected to learn because they are capable of learning. Assessment includes both formative and

RC 014 742

summative assessments of student achievement made in relation to the stated objectives and assessment of effectiveness of instruction through teacher self-evaluation and colleague observation. (NEC)

ED 243 627

Horn, Jerry, Ed. Davis, Patricia, Ed.

Rural Schools: The Heartland of American Education. Proceedings of the Joint Meeting of the 75th Annual Rural Education Association and the 5th Annual Rural and Small Schools Conference (Manhattan, Kansas, October 15-18, 1983).

Kansas State Univ., Manhattan. Coll. of Education.

Pub Date—84

Note—162p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Curriculum Development, Educational Administration, Educational Finance, *Educational Strategies, Elementary Secondary Education, *Government School Relationship, Microcomputers, Research and Development, *Rural Education, *Rural Schools, School Community Relationship, School Role, *Small Schools, Special Education, Staff Development, Teaching Methods

The 1983 joint meeting, attended by approximately 450 administrators, school board members, teachers, state legislators, parents, and other interested persons, was the location for the United States Department of Education's announcement of a national policy on rural education. The proceedings contain texts of the 5 major conference addresses, abstracts of 40 conference papers, and the conference agenda. Keynote speakers included United States Department of Education Assistant Secretary for Elementary and Secondary Education, Lawrence R. Davenport, and Assistant Secretary for Vocational and Adult Education, Robert M. Worthington. Conference papers address administration/management (6), computers (7), curriculum development (6), finance (3), media (3), research (2), special education (2), staff development (5), and teaching/learning (6). Specific topics include school board administrator role, alternative school calendars, impact and role of microcomputers on rural schools, New Mexico microcomputer van program, improving agricultural offerings, contract vocational education, current state legislation for small and rural school finance, recruitment and retention of special education teachers, individualized staff development, Oregon rural based teacher development program, parent involvement in rural schools, and opportunities for socialization through student activities. (NEC)

ED 243 628

Fried, Robby, Ed.

Effective Schooling in a Rural Context: A New Hampshire View.

New Hampshire State Dept. of Education, Concord; Northeast Regional Exchange, Inc., Chelmsford, MA.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Grant—NIE-G-81-0034

Note—37p.

Pub Type—Collected Works - General (020) —

Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Role, Boards of Education, Classroom Techniques, Educational Administration, Educational Improvement, *Educational Quality, Elementary Secondary Education, *Management Systems, Principals, Rural Education, *Rural Schools, *School Community Relationship, *School Effectiveness, Teacher Role

Identifiers—Automobile Industry, *New Hampshire

This series of four essays is designed to share practical, workable strategies for quality rural education. The first essay, Ernest Lohman's "It's About Time..." gives an overview of the effective schooling concept and then looks specifically at ways a classroom teacher can apply that concept. The essay includes a bibliography. The second essay, Professor Kenneth Heuser's "The Principal's Role and Effectiveness in New Hampshire Schools," examines both actual and perceived effectiveness, and asserts that schools are judged not only by how well they perform, but by how well they are perceived to be doing their job. Charles Ashley's "Six Points Towards Increased Effectiveness in Rural Schools" draws attention to positive steps that school boards

RC 014 745

can take to improve the quality of rural schools, and suggests that educators capitalize on the familiarity of small town environments to foster conviviality and cooperation in developing and carrying out school policy. The last essay, "Managing Our Schools for Effective Learning," by John Davy and Larry Bramblett, looks to contrasting management styles in the automobile industry—as practiced in Detroit and Japan—as a framework for examining a consensus approach to school management. It invites readers to identify desired results rather than abstract goals for educational systems. (Author/SB)

ED 243 629 RC 014 746

Ogleire, Earl J.
Status of Credit Transfer for Migrant Students in the United States: Comprehensive Summary.
Pub Date—Jul 83

Note—92p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984). Some tabular material may be marginally legible due to small print.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Academic Records, Academic Standards, Agency Cooperation, Attendance, Coordination, Credits, Dropouts, Educational Needs, Elementary Secondary Education, Graduation Requirements, High School Equivalency Programs, Migrant Education, School Districts, State Departments of Education, State Surveys, Student Mobility, Student Recruitment, Transfer Policy, Transfer Students Identifiers—Migrant Student Record Transfer System

The study was intended to determine the basis of intra- and interstate credit transfer for migrant students and how credit transfer can be improved. The Secretaries of Education Committees in State Legislatures and Departments of Education in Puerto Rico and all states except California responded to an open-ended survey. Over 80% of all states defined migrant students on the basis of federal regulation. The states saw basic academic skills, medical needs, and nutrition as migrant students' highest priorities. Few states kept quantitative statistics on migrant dropout rates or on the number of migrant students completing the GED. The major hindrance to graduation appeared to be the lack of common credit acquisition policies, transfer policies, and graduation and curriculum requirements between and within states. Most states had state mandated minimum graduation requirements. Over half offered various forms of flexible scheduling but only seven adjusted the number of credit units for migrant students. Credit transfer decisions were usually based on accrued credits, attendance, and grades. Problem resolution rests on improved intra- and interstate communication, acceptance by all states of Migrant Record Student Transfer System guidelines, and agreement on credit policy and procedures between state and local education agencies. (SB)

ED 243 630 RC 014 747

Vezina, Jacqueline Pauli
Grandmothers, Mothers, and Daughters: Intergenerational Attitude Transference among Rural Women.

Chadron State Coll., Nebr.
Pub Date—30 Oct 80
Grant—802-22-000-2104-252
Note—84p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Age Differences, Attitude Change, Attitudes, Comparative Analysis, Daughters, Family (Sociological Unit), Family Influence, Females, Grandparents, Mothers, Parent Child Relationship, Parent Role, Religion, Rural Population, Self Concept, Sex Role
Identifiers—Intergenerational Attitude Transference, Male Female Relationship, Nebraska (Dawes County)

To determine whether social forces have changed the attitudes of rural women or whether the cohesiveness of the rural family unit produces such strong attitudinal transference that attitudes do not change, researchers studied the attitudes of three generations of women in Dawes County, Nebraska.

The study was distinctive because it covered more than two generations, focused on same-sex attitude linkages, involved a rural population rather than students, and was conducted in a rural area. Eighty sets

of grandmothers, mothers, and daughters responded to a pre-tested questionnaire concerning four attitude areas: male/female relationships, religion, parenting, and self-concept and self-potential. While the highest area of attitudinal transference in the study was religion, not all attitudes transferred so strongly. Major differences appeared in the areas of attitudes towards male/female relationships (perhaps because of media, educational, or other social forces) and parenting (perhaps due to the acceptance of children as individuals in their own right and the acceptance of parents as helpers instead of authority figures). No major differences appeared in the area of self-concept. Strong attitudinal transference occurred among protestant, conservative, close-knit families. (SB)

ED 243 631 RC 014 748

Cortese, Anthony
Stage Universality in Moral Development: Chicano Socialization.

Pub Date—Apr 84

Note—15p.; Paper presented at the Annual Meeting of the Western Social Science Association (25th, Albuquerque, NM, April 27-30, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anglo Americans, Cognitive Development, Cultural Differences, Hispanic American Culture, Mexican Americans, Moral Development, Moral Values, Parent Role, Personality Development, Socialization
Identifiers—Chicanos, Cultural Universal Hypothesis, Kohlberg (Lawrence), Piaget (Jean), Piagetian Theory

The cultural universal hypothesis of cognitive development theory, as developed by Piaget and elaborated by Kohlberg, assumes that all individuals, regardless of culture, progress through the same series of six invariant stages in the development of moral judgment. The stages of moral development are transformations in the form of structure of thought rather than beliefs that are internalized from the environment. Therefore, individual differences in moral development should occur only in the rate at which individuals progress and in their final point of development. Kohlberg reports cross-cultural evidence to support the universal assumption concerning the first four stages, but not the entire developmental sequence. Consequently, whether stages five and six are more than representations of cultural specializations under determinable conditions remains a question. Further, there is an apparent gap in Kohlberg's theory between moral reasoning and moral action, because, given the underlying principles of universality and consistency, one's moral conduct should be predictable. The key question for moral judgment research on Chicanos is whether cross-cultural differences in moral development are the consequence of social experience or an artifact of bias in concepts, theory, or research methodology. Further research is needed. (SB)

ED 243 632 RC 014 749

Morales, Jeanette A., Comp. Jones, Margaret E., Comp.

Interstate Migrant Secondary Services Program: Florida Directory of Area & District Migrant Administrators, Superintendents, Principals & Counselors.

Florida State Dept. of Education, Tallahassee. Bureau of Compensatory Education.
Pub Date—Dec 83

Note—143p.; Map will not reproduce clearly. Prepared by the Eastern Stream Office of the Interstate Migrant Secondary Services Program.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrators, Migrant Education, Migrant Programs, Principals, School Counselors, School Districts, Secondary Education, Secondary Schools, Superintendents
Identifiers—Counties, Florida, Interstate Migrant Secondary Services Program

The directory is a listing of the school administrators for the five geographic areas in Florida that host migrant programs. Following a map of the areas, the directory presents three master lists: an alphabetical list of Florida school districts and the area of each, an alphabetical list of cities and their counties, and an alphabetical list of counties and their cities. For each area, the directory gives the name, address, and telephone number of the program administrator

and lists the counties in the area. The directory then lists the name, address, and telephone number of the superintendent and the migrant administrator for each county in the area. For many districts, the directory also lists individual schools, principals, tutors, and counselors, with their addresses and telephone numbers. (SB)

ED 243 633 RC 014 750

Liebow, Edward B.
A New Chapter: Elderly Urban Indians and Political Activism in Phoenix.

Pub Date—Nov 83

Note—19p.; Paper presented at the Annual Meeting of the American Anthropological Association (82nd, Chicago, IL, November 17-20, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Activism, Aging (Individuals), American Indian Education, American Indian History, American Indian Reservations, Boarding Schools, Citizen Participation, Family Relationship, Individual Power, Interviews, Older Adults, Personal Autonomy, Political Attitudes, Political Issues, Urban American Indians, Urban Areas, Urban Demography, Urban Problems, Volunteers

Identifiers—Arizona (Phoenix), Senior Citizen Centers

Life history interviews with 22 elderly Indians (16 women, 6 men, aged 60 to 81) in Phoenix suggest that for many of them the Indian Senior Center offers a sociable arena where they assume activist roles, directly addressing aging-related issues concerning health care, transportation, and emotional stress management. They engage in fund-raising activities in order to attend national and regional aging policy conferences; offer a nutrition program to new mothers; serve on local advisory boards for health services, transportation planning, and Area Aging Offices; visit nearby reservation nursing homes; serve as VISTA volunteers; and run for local school boards. Among those who remain in the city, aging does not necessarily lead to more conservative political attitudes and behaviors. Although many of the interviewees first came to Phoenix to attend boarding school during the time when government policy stressed regimentation and acculturation, some now support the school's continued operation for pragmatic reasons: the school is located on an enormously valuable property in the central business district. Thus, life history data indicate that the aging process is characterized for elderly urban Indians living in metropolitan Phoenix, by increasing pragmatism, stability of political orientation, and the potential for heightened interest and participation in political affairs. (Author/MH)

ED 243 634 RC 014 751

Chilcott, John H.
Yaqui World View and the School: Conflict and Accommodation.

Pub Date—Nov 83

Note—35p.; Paper presented at the Annual Meeting of the American Anthropological Association (82nd, Chicago, IL, November 16-20, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), American Indian Culture, American Indian Education, Change Strategies, Community Influence, Cooperation, Cultural Background, Cultural Influences, Cultural Isolation, Culture Conflict, Elementary Secondary Education, Mexican Americans, Multicultural Education, Nonformal Education, Parent Attitudes, Parent School Relationship, Relevance (Education), Reservation American Indians, School Attitudes, Traditionalism

Identifiers—Arizona, Yaqui (Tribe)

It is within the sphere of their socioreligious domain that Arizona Yaquis have been able to survive as a cultural group. Yet this domain, consisting of the two realms of the profane (good versus evil), and the sacred enchanted world of "huaya ania," exists apart from the external world of a modern industrial society. The school, because of the nature of its power structure, cannot accommodate Yaqui youth. Therefore, nonformal and informal mechanisms of education based on the Yaqui world view and within the Yaqui community must be used to assist Yaqui youth in their accommodation to the school. (Author)

ED 243 635 RC 014 752

Burrola, Luis Ramon. Rivera, Jose A.
Chicano Studies Programs at the Crossroads: Alternative Futures for the 1980s. Working Paper #103.

New Mexico Univ., Albuquerque. Southwest Hispanic Research Inst.

Pub Date—83

Note—29p.

Available from—Southwest Hispanic Research Institute, University of New Mexico, 1805 Roma N.E., Room 201, Albuquerque, NM 87131 (\$2.50).

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Activism, *Curriculum Development, Delphi Technique, Educational Environment, Educational Finance, *Educational Quality, *Educational Trends, Enrollment, Ethnic Studies, Faculty Development, *Futures (of Society), Higher Education, International Relations, Political Attitudes, Program Attitudes, Program Content, *Program Development, Questionnaires, *Research Needs

Identifiers—Chicanos, *Chicano Studies

Fiscal reductions as well as growing conservatism may have a profound impact on many university programs, including Chicano Studies programs, which are expanding into research, publications, and other areas. To frame the issues of greatest concern to Chicano Studies programs, a small research effort at the University of New Mexico involved the input of 12 knowledgeable respondents at universities in the West and Southwest United States. The respondents served on a Delphi Panel and responded to two questionnaires. On the first, they suggested key issues for Chicano Studies programs. On the second, they ranked the importance of seven current and eight future issues, chosen from the responses to the first questionnaire. Respondents indicated that curriculum issues, academic quality, the potential for program consolidation, and the potential for program expansion were the most important current and future issues. Other issues included renewed interest in Chicano Studies, greater career orientation of Chicano programs, and broadened support for Chicano programs. The report presents five scenario themes for future research: status quo, consolidation/absorption, obsolescence, program development, and post-revisionism. (SB)

ED 243 636 RC 014 755

Louise, Joyce, Ed. And Others

Quality Education—The Rural Way. Proceedings of the Annual National Conference of People United for Rural Education (7th, Des Moines, Iowa, February 2-3, 1984).

People United for Rural Education, Alden, Iowa.

Pub Date—Feb 84

Note—66p; For related document, see ED 230 321.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Style, Computers, Educational Cooperation, *Educational Quality, *Educational Trends, Elementary Secondary Education, *Equal Education, Expectation, Gifted, High School Graduates, Legislators, *Rural Education, Rural Schools, School Districts, *Small Schools, Talent

Identifiers—Iowa, *People United for Rural Education

The 1984 conference proceedings consists of introductory material followed by 12 major addresses in 4 general sessions: "Building Partnerships in Rural Education," Robert M. Worthington; "Greetings from the National Rural Education Association," James D. Jess; "Excellence in Rural Education," Anne Campbell; "Gifted and Talented in Small Schools—What and How," Catherine Burkland; "An Exemplary High School Program," Max Morrison; "Computer Program," Bill Ashby; "Teaching Students Learning Styles on Brain Research," Ivan Muse and Bruce Barker; "Iowa's Most Rural High Schools... Their Past, Present, and Future," William Dreier; "A Report of Innovative Rural School Programs in the United States" and "A Profile of Small/Rural School Districts in Iowa Compared to School Districts of Similar Size Nationwide," both by Ivan Muse and Bruce Barker; and "The Road to Excellence and Equity," Robert Benton. The conference report also includes banquet addresses from Iowa's Lieutenant Governor Robert T. Anderson and Roger A. Baskerville, and

gives a list of award recipients. It describes a meeting with Iowa legislators and concludes with minutes of the 1984 annual meeting, a roster of attending exhibitors and school districts, and speakers' addresses. (SB)

ED 243 637 RC 014 756

Turner, Allen C.

Utah Paiute Tribal Restoration.

Idaho State Univ., Pocatello.

Pub Date—84

Grant—502

Note—24p; An earlier version of this study was presented at the Annual Meeting of the American Anthropological Association (83rd, Chicago, IL, December 1983).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *American Indian Education, Community Leaders, Cultural Influences, Economic Status, Educational Attitudes, Educational Finance, Educational Improvement, *Educationally Disadvantaged, *Educational Quality, Elementary Secondary Education, *Federal Indian Relationship, Federal Legislation, Higher Education, *Land Acquisition, Political Attitudes, Political Power, Reservation American Indians, *Tribal Sovereignty

Identifiers—*Paiute (Tribe), *Utah

The Paiute Indian Tribe of Utah Restoration Act (1980) restored federal recognition of the tribe after a quarter century of ambiguous political status, and resulted in significant improvements of educational status of tribal members and intensification of the political presence of Southern Paiutes. Following the Paiute Indian Termination Act (1954), 15,000 acres of tribal lands were sold; the Paiutes suffered poverty, decreased education, and health problems. After restoration, a predominantly new Tribal Council was elected and a tribal goal of improving educational quality was set. By 1982, the median grade completed by persons over 18 years had increased, and a cultural enrichment program had been established, featuring Paiute language instruction, arts and crafts, and daily academic tutoring. The dropout rate decreased from 40% to 3%, and mothers reported that their children were doing better in school and were more interested in learning. College enrollment of tribal members also increased, with an average student age of 25.6 years indicating that a long-accumulated backlog of educational deficiencies was being remedied. The Council also planned to acquire lands equivalent to those lost after termination, and to provide jobs and revenue for community development projects. Traditional Paiute land tenure ideas hold that buying and selling of aboriginal claims are granting and revocation of use rights only. (MH)

ED 243 638 RC 014 757

Verble, Sedelta D. Walton, M. Frances

Ohoyo Training Manual. Leadership: Self Help

American Indian-Alaska Native Women.

OHOYO Resource Center, Wichita Falls, TX. Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—83

Grant—G008006076

Note—497p.

Available from—OHOYO, Inc., P. O. Box 4073, Wichita Falls, TX 76308 (\$4.00 plus postage and handling).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—Activism, Adult Education, Alaska Natives, American Indian Culture, *American Indians, Economic Development, Economic Status, Educational Attainment, Employment Opportunities, *Entrepreneurship, *Females, Information Sources, *Leadership Training, Networks, *Occupational Aspiration, Political Issues, Poverty, Role Models, *Self Help Programs, Skill Development, Supplementary Reading Materials, Tribal Sovereignty, Tribes

The training manual provides self-help in six areas of leadership development for American Indian and Alaska Native women. Following an introduction describing how to use the manual are six chapters focusing on the theories and development of leadership skills, the vulnerability of Indian women to poverty, nontraditional careers for Indian women, entrepreneurship, politics, and tribal sovereignty issues. Each chapter contains a content outline, narrative material, exercises both in and following the narrative, references, and suggestions for further

reading. The manual also contains an annotated bibliography of approximately 200 related items. Each entry contains the author, title, publication date, and annotation for the item. The appendices contain information regarding writing political letters and list the membership of various congressional committees. (SB)

ED 243 639 RC 014 758

Sanborn, Jane

Bag of Tricks: 180 Great Games (and Three More with Real Potential).

Report No.—ISBN-0-910715-02-5

Pub Date—84

Note—125p; The games and activities referenced were chosen from those enjoyed at Sanborn Western Camps, Florissant, CO.

Available from—Search Publications, 2000 Old Stage Road, Florissant, CO 80816 (\$7.95 plus postage).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Astronomy, Competition, Cooperation, Creative Activities, Dramatic Play, Ecology, *Educational Games, Elementary Secondary Education, Environmental Education, *Group Activities, Kinesthetic Perception, *Outdoor Activities, *Outdoor Education, *Play, *Recreational Activities, Sensory Experience

Identifiers—*Environmental Awareness

The book is designed to be a reference for camp counselors with 20 minutes and 12 children on their hands, for teachers on Friday afternoons in spring, for recreation leaders whose swimming meet has just been rained out, and for parents who discover that "Pin the Tail on the Donkey" is not a big hit at a teenage birthday party. The games and activities described are easy to learn and organize. Many do not require any props, while others need only simple materials like a blindfold or ball. Most can be played by any number of players. A symbol near the title of each game indicates the age/grade range for participants (K-6, K-9, high school through adult, all ages). Games are presented in 11 categories: ice breakers (11 games), "Can we do it?" (26 games), "Believe it or not?" (6 games), group creativity (9 games), running/tugging/hopping (36 games), after dark (22 games), on stage (5 games), sensory awareness (21 games), star trips (9 games), sense of the earth (8 games), and into nature (32 games). Numerous photographs and quotations are interspersed throughout the text. (Author/MH)

ED 243 640 RC 014 760

Lahren, S. L. Jr.

The Problem of Recruiting and Retaining Teachers for Rural Areas: An Application of Anthropological Concepts and Methods in a Department of Education.

Pub Date—Nov 83

Note—17p; Paper presented at the Annual Meeting of the American Anthropological Association (82nd, Chicago, IL, November 16-20, 1983).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Educational Anthropology, Educational Assessment, *Educational Change, Educational Innovation, Education Majors, Evaluation Methods, Higher Education, Needs Assessment, *Preservice Teacher Education, *Program Evaluation, Required Courses, Rural Areas, *Rural Education, Rural Schools, Small Schools, Student Educational Objectives, Teacher Education Curriculum, *Teacher Education Programs

Identifiers—*Applied Anthropology, *Western Montana College

In response to declining enrollment in teacher education programs and a mandate from the Regents of the Montana University System to accept special responsibility as a Rural Education Center for the State of Montana, the Education Division of Western Montana College (Dillon, Montana) in 1980 hired an applied anthropologist to evaluate the existing teacher education program, make and implement suggestions for change, and design specific courses to meet the needs of prospective rural teachers, with emphasis on understanding human behavior. The anthropologist identified rural problem/conceptual areas (recruitment, retention, isolation, multi-grade instruction) by consulting faculty members, and used these concepts to search the ERIC database for relevant material, which was then given to education faculty to read. A Rural Teacher Training System flow chart was created

and a student questionnaire developed to gather baseline data on teacher education majors. An introduction to Cultural Anthropology course was added to the required curriculum for education majors. The faculty decided to create a Rural Education Option, including two new courses, one addressing pedagogical aspects of rural teaching, and one, designed by the anthropologist, on problems of teacher adjustment in rural communities. The rural option was included in the 1983-85 college catalog. New courses, intended to expose sophomores to actual teaching situations and help students understand communities as social systems, were added to the general teacher education program. (MH)

ED 243 641 RC 014 763

Deboeck, Guido Kinsey, Bill
Managing Information for Rural Development:
Lessons from Eastern Africa. World Bank Staff
Working Paper No. 379.

World Bank, Washington, D. C.

Pub Date—Mar 80

Note—79p; For related document, see RC 014 764.
Available from—World Bank, 1818 H Street, NW,
Washington, DC 20433 (Stock No. WP-0379,
\$3.00).

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—*Administrator Role, Change Agents,
Data Analysis, Data Collection, Data Processing,
Decision Making, Evaluation Methods, Evaluation
Needs, *Evaluation Utilization, Evaluators,
Information Dissemination, *Information Needs,
Information Utilization, Interpersonal Communi-
cation, Motivation, Needs Assessment, Program
Administration, Program Costs, *Program Evalua-
tion, *Rural Development, Staff Development,
Workshops

Identifiers—*Africa (East), *Monitoring

The study summarizes discussions and conclusions of the Regional Workshop on Monitoring and Evaluation of Rural Development Projects in East Africa (Nairobi, Kenya, April 1979), whose purpose was to share lessons learned from field experiences in managing information for rural development. An initial section summarizes information in papers submitted and conclusions reached by participants. The introduction notes previous World Bank workshops on monitoring and evaluation (M&E) and identifies areas of concern: management's need for and use of information from M&E systems; issues relating to collecting, processing, analysis, and presentation of information; and organization of M&E units. The section on management's need for information contains subsections on information consumers, information managers want, information needs, impact of availability of information on decision-making, and alternative methods of M&E. Another section covers experiences with information systems, under headings of data collection, data processing and analysis, and presentation of M&E results. A final section, on organization of M&E units, discusses location, strategies for institution-building, formation and structure of M&E units, staffing and training, human and motivational factors, and costs of M&E. Appendices present the text of the opening address; lists of participants, papers submitted, and 35 selected references; and a summary of basic concepts on M&E. (MH)

ED 243 642 RC 014 764

Deboeck, Guido Ng, Ronald
Monitoring Rural Development in East Africa.
World Bank Staff Working Paper No. 439.

World Bank, Washington, D. C.

Pub Date—Oct 80

Note—102p; For related document, see RC 014 763.

Available from—World Bank, 1818 H Street NW,
Washington, DC 20433 (Stock No. WP-0439,
\$3.00).

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—*Administrator Attitudes, Adminis-
trator Role, Change Agents, Consultants, Data
Collection, Data Processing, *Evaluation Meth-
ods, Evaluation Needs, Evaluation Utilization,
Field Experience Programs, *Information Needs,
Information Utilization, Interpersonal Communi-
cation, Program Administration, Program Costs,
*Program Evaluation, Program Implementation,
*Rural Development, Rural Extension, Work-
shops

Identifiers—*Asia (East), Malaysia, *Monitoring

The paper presents results of discussions during an 8-day workshop (Kuala Lumpur, Malaysia, December 1979) on monitoring and evaluation (M&E) of East Asian and Pacific rural development projects. Major workshop themes identified are managerial, technical, and institutional aspects of monitoring. The introduction discusses previous World Bank workshops on M&E and the format of this workshop. A second section, on managerial aspects of monitoring, covers the need for monitoring and expectations and disillusion about monitoring. The section on technical aspects discusses data collection, data processing and analysis, and presentation of monitoring results. Institutional aspects are divided into organizations, role of consultants, and staffing and other resource requirements. A table presents costs of 35 East Asian agriculture and rural development projects (1975-79), including cost of M&E and this cost as a percentage of base costs. A final section describes a workshop field exercise, intended to focus on design of M&E systems in a practical manner. Abstracts of case studies on M&E submitted by participants (36 project managers and M&E officers from 7 countries) are included in an appendix, as are lists of participants, papers submitted, and 35 selected references, and the text of the opening address. (MH)

SE

ED 243 643 SE 041 441

Brooks, Austin E.
Graphic Biology Laboratory Modules for the
Blind.

Wabash Coll., Crawfordsville, Ind.

Spons Agency—National Science Foundation,
Washington, D.C.

Pub Date—82

Grant—SED80-22031

Note—25p; Appendix A is not included, not avail-
able in paper copy.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Biology, *Blindness, Braille, *Col-
lege Science, Higher Education, *Material Develop-
ment, *Raised Line Drawings, Secondary
Education, *Secondary School Science, Tactile
Adaptation, Visual Impairments

The goal of this project was to devise new meth-
ods of producing tactile facsimiles of microscopic
images for the blind and visually impaired biology
students at the secondary and college level. The
numerous raised-line images that were produced
were assembled along with brailled and large print
student instructions, audio cassette tapes describing
the lab materials and instructor suggestions into
nine laboratory modules that include: microscopy,
mitosis, leaf structure, algae, fungi, plant and animal
cells, protozoans, stem structure, and root structure.
The tactile facsimiles of microscopic views were
made through the sequential combination of stan-
dard photomicrography, direct stencil photo silk-
screening methods, and printing with heat
polymerizable ink. Classroom testing under a vari-
ety of settings indicate that the durability, degree of
relief and the detail of the raised-line facsimiles as
well as the usefulness of the ancillary module mate-
rials was very good. Other important features of the
tactile diagrams and photos produced using the new
method include their low cost and portability. The
potential of using the methods in other sciences
(mathematics, physics, chemistry, geology, etc.) as
well as non-science areas (geography, history, econ-
omics, psychology, etc.) is significant. (Author)

ED 243 644 SE 044 018

Pulido, Josefina Almendares, Simon
Metric System Resource Units = Unidades de
Trabajo del Sistema Metrico Decimal. K-12.
Project C.A.M.B.I.O., Changing Attitudes
towards Metrics for Bilingual Instruction &
Operations.

National Hispanic Univ., Oakland, CA.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date—[78]

Grant—G008006014

Note—251p.

Available from—National Hispanic Univ., 255 E.
14th St., Oakland, CA 94606 (\$10.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Attitudes, *Bilingual Education, Ele-
mentary Education, *Elementary School Mathe-
matics, Language of Instruction, Learning
Activities, *Lesson Plans, *Mathematics Instruc-
tion, Measurement, *Metric System, Minority
Groups, Objectives, Resource Materials, Spanish
Speaking, Units of Study, *Worksheets

Four resource units are included in this document.
For each, general objectives on knowledge and con-
cepts, skills, and attitudes are given; content is out-
lined; and some suggestions for initiating the unit
are listed. The first unit, on measuring length, pro-
vides six lesson plans, to teach about the meter, the
smaller units of the meter, units larger than the meter,
and converting within the metric system. Over
25 activity worksheets follow; each uses both En-
glish and Spanish (on reverse sides). The second
unit focuses on measuring weight/mass, with three
lesson plans on the gram, smaller and larger mea-
sures, and converting. Over 20 activity worksheets
in English and Spanish follow. The focus of the third
unit is on measuring capacity/volume, with three
lesson plans on liters, smaller and larger measures,
and converting. About 20 activity worksheets fol-
low. In the fourth unit, the focus is on temperature,
with four lesson plans on developing the concept of
temperature, learning about thermometers, learning
to read a Celsius scale, and relating estimates with
measures. About 15 activity worksheets are in-
cluded. (MNS)

ED 243 645 SE 044 370

Walter, Franklin B. And Others
Biology, Chemistry and Physics Teaching in Ohio:
An Analysis of the 1982-1983 School Year.
Ohio State Dept. of Education, Columbus. Div. of
Teacher Education and Certification.

Pub Date—Aug 83

Note—9p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Biology, *Chemistry, Higher Educa-
tion, High Schools, *Physics, Preservice Teacher
Education, Science Education, *Science Teach-
ers, *Secondary School Science, *Teacher Certifi-
cation, Teacher Education Curriculum, Teacher
Education Programs

Identifiers—*Ohio

This study assessed the qualifications of biology,
chemistry, and physics teachers, both from the per-
spective of their initial preparation and with regard
to the type of certification they possessed. In par-
ticular, the Ohio Department of Education sought to
determine what patterns of preparation must be fol-
lowed at each of Ohio's teacher education institu-
tions before a recommendation is made for bio-
logical science, chemistry, or physics certifica-
tion and what relevant certificate type is held by
each teacher who teaches these subjects. Data ex-
amined included program formats from all Ohio
teacher education institutions, teacher assignments,
and types of certificates held. Results indicate that:
(1) all of Ohio's teacher education institutions cer-
tifying biology, chemistry, and physics teachers have
established a level of preparation commensurate
with Ohio minimum standard requirements; (2) the
vast majority of these institutions require substantial
course work beyond the minimums; (3) most Ohio
teachers responsible for these subjects possess the
appropriate valid certificates; (4) only 4 percent of
biology and chemistry and 5 percent of physics
teachers do not possess appropriate certification; (5)
the most common out-of-field certification is gen-
eral science; and (6) science teachers are receiving
substantial exposure to essential science concepts in
their teaching field during teacher education pro-
grams. (JN)

ED 243 646 SE 044 371

Leinhardt, Gaea
Instructional Time: A Winged Chariot?
Pittsburgh Univ., Pa. Learning Research and Devel-
opment Center.

Spons Agency—National Inst. of Education (ED),
Washington, DC.

Report No.—LRDC-1984/8

Pub Date—84

Note—42p; Reprinted from C. W. Fisher, Ed. and
D. C. Berliner, Ed., "Perspectives on Instructional
Time". New York: Longman, Inc., (in press).
Pub Type—Journal Articles (080) - Reports - Re-
search (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Achieve-
ment Gains, Elementary Education, Elementary

School Mathematics, *Elementary School Science, Learning Disabilities, *Mathematics Achievement, Mathematics Instruction, *Reading Achievement, Reading Difficulties, Science Instruction, *Time Factors (Learning), *Time Management, Time on Task

Overviews of three studies which focused on achievement as related to instructional time are presented. The first study investigated whether or not time spent in science with fourth and fifth graders ($N=86$) detracted from learning in more basic areas. The second study examined reading and mathematics achievement in grades 1 and 3 as related to initial performance and to four classroom processes. These processes were represented by four constructs: opportunity, motivators, instructional events, and structure. Opportunity consisted of two variables, time and curriculum overlap, with time being estimated by attendance, allocation, task rate, enrollment, and transfers. The third study investigated the nature of reading difficulties in learning disabled (LD) classes, type of student activities which lead to greatest improvement in reading test performance, and what types of instructional situations generate these student activities. Among the basic findings which have emerged from these studies are those indicating that time is overlapping and not mutually exclusive within a student or teacher, even when the focus is primarily on one type of activity; that time on task is not the same as time on the right task; and that allocated time may not be the upper bound for engaged time. (JN)

ED 243 647 SE 044 372
Future Employment Opportunities in the Geological Sciences.

Geological Society of America, Boulder, CO.
Pub Date—Oct 83

Note—23p; Review of Presentations at GSA Briefing (Indianapolis, IN, October 31, 1983).

Available from—The Geological Society of America, P.O. Box 9140, Boulder, CO 80301 (limited supply).

Pub Type—Guides - General (050) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Science, Consultants, Employment Interviews, *Employment Opportunities, Employment Potential, Employment Projections, *Employment Qualifications, *Geology, *Government (Administrative Body), Higher Education, High Schools, Industry, Mining, *Science Careers, Secondary School Science
This booklet provides summaries of discussions presented at a forum designed to aid persons new to the job market in selecting prospective employers and determining career goals. Salary ranges, employment opportunities and trends, hiring practices and policies, and job qualifications are among the areas addressed related to employment in: (1) petroleum exploration industries; (2) the mining industry; (3) the federal government; (4) state and local governments; (5) the academic disciplines; and (6) geoscience consulting firms. Tips for successful interviews and on writing resumes are included. (JN)

ED 243 648 SE 044 376
Gregory, Steven

Freshwater Fisheries: Program Planning. Appropriate Technologies for Development. Manual M-1A.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sep 82
Note—79p; For a related document, see SE 044 375.

Available from—Peace Corps, Information Collection & Exchange, Office of Program Development, 806 Connecticut Avenue, NW, Washington, DC 20526.

Pub Type—Guides - General (050) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Developing Nations, Financial Support, *Fisheries, *Job Skills, Postsecondary Education, *Program Descriptions, *Program Development, Program Evaluation, Science Education, Task Analysis, *Training Objectives, Volunteers

This document is designed for policymakers, program planners, trainers, and coordinators who are considering the potential contribution of fresh water fisheries to the people for and with whom they work. Although based on materials generated by Peace Corps experiences, the document is intended

for a broader audience. The specific topic area addressed is intensive fishculture in warm, fresh water bodies and particularly in artificially constructed fishponds. The first section is devoted to feasibility determinants for establishing intensive fishculture programs. Findings and recommendations resulting from a fisheries program feasibility survey carried out in the Bandundu Region of the Republic of Zaïre are included. Following sections review: (1) Peace Corps involvement in a number of fishculture programs in Togo, India, Cameroon, Central African Republic, Central and South America, Nepal, and the Philippines; (2) tasks undertaken to meet fishculture program goals in these countries; (3) criteria (job skills) that host countries request volunteers to have; and (4) training objectives for fisheries workers. In addition, criteria for assessing intensive fishculture programs and a list of resources are included. (JN)

ED 243 649 SE 044 380
Taylor, John L., Ed.

Teacher Shortage in Science and Mathematics: Myths, Realities, and Research. Proceedings of a Conference Sponsored by the National Institute of Education (Washington, District of Columbia, February 10-11, 1983).

Dingle Associates, Inc., Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Pub Date—Jan 84
Contract—NIE-D-83-0002

Note—281p; For a related document, see ED 231 653.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Curriculum Development, Educational Improvement, Elementary Secondary Education, Higher Education, *Mathematics Education, Mathematics Instruction, Mathematics Teachers, Museums, Professional Recognition, Program Descriptions, *Research Needs, School Business Relationship, *Science Education, Science Instruction, Science Teachers, *Teacher Education, *Teacher Shortage
Identifiers—Mathematics Education Research, *Science Education Research

This conference was designed to identify salient elements of the national science/mathematics teacher shortage, add corollary data to the existing body of knowledge, and to influence and guide future NIE research in the area. The proceedings include: welcoming and keynote addresses by, respectively, Manuel J. Justiz and T. H. Bell; five commissioned research reviews and analyses; six program papers; and edited transcripts of discussions following each paper. The research reviews and analyses include: "Supply and Demand for Science and Mathematics Teachers" (Betty Vetter); "National Needs for Science and Technology Literacy: The Army as a Case Study" (Wilson Talley); "Research in Science Education" (Wayne Welch); "Taking Mathematics Teaching Seriously: Reflections on a Teacher Shortage" (Jeremy Kilpatrick, James Wilson); and "Preparation of Teachers: Myths and Realities" (Anne Flowers). The program papers include: "The Teacher Shortage in Mathematics and Science: The Los Angeles Story" (Roselyn Heyman); "PRISM-A Program for Students Built upon Professional Growth Experience for Teachers" (Douglas Seager); "Teacher Shortage in Science and Mathematics: What is Houston Doing about it?" (Patricia Shell); "Argonne Supports Pre-college Education in Science and Mathematics" (Juanita Bronaugh); "Science Museums and Science Education" (Bonnie VanDorn); and "Policy Alternatives: Education for Economic Growth" (Roy Forbes). The concluding section discusses possible research and practice directions. (JN)

ED 243 650 SE 044 381
Doucet, Flores J.

Pre-Algebra. Grade 7A-B. Curriculum Bulletin 82CBM34.

Houston Independent School District, Tex.
Pub Date—82

Note—358p.
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Answer Keys, Curriculum Guides, Drills (Practice), Grade 7, Junior High Schools, Junior High School Students, *Learning Activities, *Mathematics Instruction, Mathematics Skills, *Secondary School Mathematics

Identifiers—*Prealgebra, Texas (Houston)

This guide for teachers in the Houston schools provides plans for teaching over 80 objectives in the mathematics program for grade 7. For each lesson, the objectives are specified, teaching activities are given, and supplementary materials are listed. Practice exercises, answer keys, and mathematical background comprise the bulk of the guide, and a glossary is given at the end. (MNS)

ED 243 651 SE 044 382

Beam, John And Others
Computer Mathematics 1A. Curriculum Bulletin Number 82CBM32.

Houston Independent School District, Tex.
Pub Date—82

Note—233p.
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Computer Science Education, Computer Software, Curriculum Guides, Educational Objectives, Learning Activities, *Mathematics Curriculum, *Mathematics Instruction, *Programming, Resource Materials, Secondary Education, *Secondary School Mathematics, Teaching Methods

Identifiers—*BASIC Programming Language, Texas (Houston)

This guide for teachers in the Houston schools outlines the first semester of a two-semester course on computer mathematics. Course objectives are listed, and a scope-and-sequence chart correlates topics in the course with the textbook ("Computer Programming in the BASIC Language") and suggests time allotments. An objectives-by-topic cross-index is also included, and supplements are indexed to topics. The major portion of the guide presents plans for twelve topics aimed at teaching students how to program the computer for mathematical exercises using the BASIC programming language. Each topic lists objectives, with textbook references, teaching suggestions, and student activities for each objective. Appended are computer programs, plus lists of bibliographic references, films, and filmstrips. (MNS)

ED 243 652 SE 044 383

Beam, John And Others
Computer Mathematics 1B. Curriculum Bulletin Number 82CBM33.

Houston Independent School District, Tex.
Pub Date—82

Note—192p.
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Computer Science Education, Computer Software, Curriculum Guides, Educational Objectives, Learning Activities, *Mathematics Curriculum, *Mathematics Instruction, *Programming, Resource Materials, Secondary Education, *Secondary School Mathematics, Teaching Methods

Identifiers—*BASIC Programming Language, Texas (Houston)

This guide for teachers in the Houston schools outlines the second semester of a two-semester course on computer mathematics. Course objectives are listed, and a scope-and-sequence chart correlates topics in the course with the textbook ("Computer Programming in the BASIC Language") and suggests vocabulary and time allotments. An objectives-by-topic cross-index is also included, and supplements are indexed to topics. The major portion of the guide presents plans for six objectives included in the textbook and a number of additional objectives not included in the textbook, to be taught if time allows. All provide activities aimed at teaching students how to program the computer for mathematics topics using the BASIC programming language. Appended are computer programs, plus a list of films and a bibliography. (MNS)

ED 243 653 SE 044 384
Verhille, Charles, Ed.

Proceedings of the 1983 Annual Meeting of the Canadian Mathematics Education Study Group (7th, Vancouver, British Columbia, June 8-12, 1983).

Canadian Mathematics Education Study Group.
Pub Date—Nov 83

Note—131p; Portions may be marginally legible due to small print. For earlier proceedings, see ED 188 872, ED 204 120, and ED 234 988-989.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Computer Science, *Educational Di-

agnosis, Educational Research, *Language Role, Mathematics, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Problem Solving, Research Reports, Statistics, Teacher Education

Identifiers—Canada, *Mathematics Education Research

The papers in this document follow the order of the meeting and consist of two guest lecturers and reports from four working groups; two topic group presentations are noted but not included. One lecture, delivered by Peter Hiltner, discusses the nature of mathematics today and implications for mathematics teaching, while, in the other paper, Stephen I. Brown explores the nature of problem generation in the mathematics curriculum. Working group reports concern statistical thinking, training in diagnosis and remediation for teachers, mathematics and language, and the influence of computer science on the undergraduate mathematics curriculum. Topic groups heard presentations by Daniel Kahneman on intuitions and fallacies in reasoning about probability and by Tom Kieren on mathematics curriculum development in Canada. A list of participants is given. (MNS)

ED 243 654 SE 044 385

Herbert, Martin

Comprehensive School Mathematics Program. Final Evaluation Report.

Mid-Continent Regional Educational Lab., Inc., St. Louis, MO.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 84

Note—216p.; For a related document, see SE 044 386.

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Attitudes, Curriculum Development, Educational Research, Elementary Education, *Elementary School Mathematics, *Evaluation, *Mathematics Achievement, *Mathematics Curriculum, *Mathematics Instruction, Problem Solving, *Program Descriptions, Teaching Methods, Testing

Identifiers—*Comprehensive School Mathematics Program, *Mathematics Education Research

This document provides an evaluation of the Comprehensive School Mathematics Program (CSMP) for kindergarten through grade 6. Following an introductory chapter is a chapter on the development and nature of CSMP. Chapter 3 discusses CSMP implementation. Total student achievement scores on the Mathematics Applied to Novel Situations (MANS) tests are described in chapter 4, while chapter 5 discusses student achievement in individual MANS categories. In chapter 6, computation and standardized test results are presented. Other findings, including attitudes, are discussed in chapter 7, followed by a summary in chapter 8. Eight appendices include a list of the evaluation review panel members, their evaluation report, a description of CSMP materials, and various evaluation instrument components. (MNS)

ED 243 655 SE 044 386

Herbert, Martin Dougherty, Knowles

Summaries of Evaluation Reports of the Comprehensive School Mathematics Program.

Mid-Continent Regional Educational Lab., Inc., St. Louis, MO.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jul 83

Note—74p.; For a related document, see SE 044 385.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attitudes, Curriculum Development, Educational Research, Elementary Education, *Elementary School Mathematics, *Evaluation, *Mathematics Achievement, *Mathematics Curriculum, *Mathematics Instruction, Teaching Methods, Testing

Identifiers—*Comprehensive School Mathematics Program, *Mathematics Education Research

This report is essentially a "map" of the available reports prepared to evaluate the Comprehensive School Mathematics Program (CSMP) over a nine-year period. These evaluations were conducted during the development and pilot testing of CSMP by an evaluation staff independent of the program developers and guided by an external evaluation panel, in cooperation with approximately 40 school

districts. An initial chart serves to classify the reports; then a brief (usually one-page) summary is given for each evaluation report and cooperative research study. (MNS)

ED 243 656 SE 044 387

Water Purification, Distribution and Sewage Disposal. Appropriate Technologies for Development. Reprint R-29.

Spons Agency—Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Apr 79

Contract—FC-25-1709

Note—259p.; Prepared by Volunteers for International Technical Assistance, Inc.

Available from—Peace Corps, Information Collection & Exchange, Office of Programming and Training, 806 Connecticut Avenue, NW, Washington, DC 20526.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Construction (Process), Design Requirements, Developing Nations, Learning Activities, Postsecondary Education, Public Health, *Toilet Facilities, *Training Methods, Training Objectives, Units of Study, *Waste Disposal, Waste Water, *Water Resources, *Water Treatment

Identifiers—*Peace Corps, Water Distribution

This document, designed to serve as a training manual for technical instructors and as a field resource reference for Peace Corps volunteers, consists of nine units. Unit topics focus on: (1) water supply sources; (2) water treatment; (3) planning water distribution systems; (4) characteristics of an adequate system; (5) construction techniques; (6) operation and maintenance of a distribution and treatment system; (7) scope of disposal system projects in host communities; (8) the privy method of excreta design for a village; and (9) water carried sewage systems construction and maintenance. Each unit includes: an overview (statement summarizing significance of material to follow and points requiring special emphasis); an objective (definition of goal to be achieved); lists of tasks (steps followed to accomplish objectives), functional skills (knowledge skills needed to perform tasks), terminal performance tests; content information describing the knowledge and skills needed to perform tasks correctly; and lesson plans. (JN)

ED 243 657 SE 044 388

Storti, Craig

Forestry Case Studies. Appropriate Technologies for Development. Case Study CS-3.

TransCentury Corp., Washington, DC.

Spons Agency—Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Mar 82

Contract—79-043-1029

Note—106p.

Available from—Peace Corps, Information Collection & Exchange, Office of Programming and Training Coordination, 806 Connecticut Avenue, NW, Washington, DC 20526.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Case Studies, *Developing Nations, Foreign Countries, *Forestry, Postsecondary Education, *Program Descriptions, *Program Effectiveness, Program Implementation, Science Education

Identifiers—*Peace Corps

Case studies of Peace Corps forestry projects in Morocco, Nepal, the Philippines, Chile, Guatemala, Chad, Liberia, and Niger are presented as a guide in aiding future forestry programming efforts. Each case study includes: (1) general information about the specific country; (2) an overview of forestry programs and efforts in that country; (3) a description of relevant Peace Corps forestry programs; and (4) a discussion of the success and failure of those programs. (Success and failure as used in this document refer to whether a program succeeded in meeting or failed to meet its objectives.) The document concludes with a discussion of several factors that determine the success of forestry programs. These include the amount and kind of support given to projects and volunteers from the host governments and other agencies, the amount of commitment that the Peace Corps gives to the project, the legitimacy of a need for Peace Corps involvement, the history of the host country's involvement in forestry, the possibility of short-term benefits, and the amount of local interest and commitment. (JN)

ED 243 658 SE 044 389

Martinson, Steven And Others

Small Scale Marine Fisheries: An Extension Training Manual. TR-30.

Peace Corps, Washington, DC. Office of Program Development.

Spons Agency—Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Apr 83

Note—578p.; Prepared by Technos Corp., San Juan, Puerto Rico.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF03/PC24 Plus Postage.

Descriptors—*Developing Nations, *Fisheries, *Learning Activities, Marine Biology, Postsecondary Education, Science Education, *Skill Development, Technology, *Training Methods, *Training Objectives

Identifiers—*Peace Corps

This manual is designed for use in a preservice training program for prospective volunteers whose Peace Corps service will be spent working with small-scale artisanal fishing communities in developing nations. The program consists of 8 weeks of intensive training to develop competencies in marine fisheries technology and fisheries extension work and in the ability to transfer knowledge and skills. The manual includes an overview of the program, lists of program goals, information on starting the program, lists of references and materials needed, tips on conducting the program, and the complete 111 training sessions. Provided for each session are: (1) session goals; (2) one or more exercises directed toward meeting these goals; (3) total time required to complete the session or exercise; (4) overview statement describing the purpose of the session or exercise; (5) procedures and activities (sequenced in time steps that describe what trainer and participants are required to do at a particular point in the program); (6) list of materials and equipment needed; and, when applicable, (7) trainer notes. Although each session builds toward or from the one(s) preceding and following it, individual sessions can be used independently with minor modification. (JN)

ED 243 659 SE 044 390

Talbert, Diana E. Comp.

Peace Corps Water/Sanitation Case Studies and Analyses. Appropriate Technologies for Development. Case Study CS-4.

Creative Associates, Inc., Washington, D.C.

Spons Agency—Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Jan 84

Contract—PC-382-1005

Note—391p.

Available from—Peace Corps, Information Collection & Exchange, Office of Training and Program Support, 806 Connecticut Ave., NW, Washington, DC 20526.

Pub Type—Guides - General (050) - Reports - Descriptive (141)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Case Studies, *Developing Nations, Guidelines, Postsecondary Education, *Program Descriptions, Program Development, *Program Effectiveness, *Sanitation, Training Methods, *Training Objectives, Water Quality, *Water Resources, Water Treatment

Identifiers—*Peace Corps

This document provides an overview of Peace Corps water and sanitation activities, five case studies (Thailand, Yemen, Paraguay, Sierra Leone, and Togo), programming guidelines, and training information. Each case study includes: (1) background information on the country's geography, population, and economics; (2) information on the country's water and sanitation status; (3) an overview of Peace Corps water and sanitation projects in the country, including the history of such projects; (4) information related to such areas as training, collaboration, community participation, and women in development; and (5) an analysis pointing out aspects which contributed to or hindered success of the projects. The training information provided includes lists of preservice and inservice skill-training objectives and sources of technical training and assistance resources and materials. A list of all Peace Corps water and sanitation activities since 1970 by region and country, the survey questionnaire used to gather data for the case studies, and information on project planning are among the items included in appendices. (JN)

ED 243 660 SE 044 391

Chakroff, Marilyn S. DuBois, Random Marine Fisheries Case Studies. Appropriate Technologies for Development. Case Study No. 1. TransCentury Corp., Washington, D.C. Spons Agency—Peace Corps, Washington, DC. Information Collection and Exchange Div. Pub Date—Sep 82 Contract—79-043-1029 Note—128p.

Available from—Peace Corps, Information Collection & Exchange, Office of Program Development, 806 Connecticut Avenue, NW, Washington, DC 20526.

Pub Type—Reports - Descriptive (141) - Historical Materials (060) - Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Case Studies, *Developing Nations, *Fisheries, Foreign Countries, *Marine Biology, Postsecondary Education, *Program Descriptions, *Program Effectiveness, Program Implementation, Science Education

Identifiers—*Peace Corps

This guide was developed to aid Peace Corps volunteers interested in programming marine fisheries projects. Although these projects are not new to the Peace Corps, new staff members may not be aware of the history of marine fisheries efforts in their country. Chapter 1 discusses all past marine fisheries projects initiated by the Peace Corps in Africa, Asia and the Pacific, and in Latin America and the Caribbean. Chapter 2 presents case studies of projects in Chile, El Salvador, Philippines, Togo, and Western Samoa, examining the kinds of factors that influence the success of marine fisheries development projects as well as program strengths and weaknesses. Chapter 3 builds on the preceding two chapters by discussing general criteria for success of future Peace Corps marine fisheries programming and outlines the types of projects that can utilize skilled volunteers. A task analysis for village-level fisheries development that lists the skills needed for various aspects of such a program is included. Also included (in appendices) is a list of all past Peace Corps marine fisheries projects by region and country and a bibliography of general references and references by region and country. (JN)

ED 243 661 SE 044 392

Bordman, Joan And Others Forestry Training Manual. Inter-America Region, U.S. Peace Corps. Peace Corps, Washington, DC. Office of Program Development. Pub Date—Aug 82 Note—415p.

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Developing Nations, *Forestry, *Learning Activities, *Nurseries (Horticulture), *Plant Propagation, Postsecondary Education, Science Education, Second Language Instruction, Skill Development, Spanish, *Training Methods, *Training Objectives, Trees

Identifiers—*Peace Corps This manual is used in a program designed to provide new Peace Corps volunteers (who have lived in-country for 10 weeks and have had cultural, language, and some forestry technical training) with 5 weeks of intensive training in practical forest technology areas and forest extension work. The manual includes an overview of the program, a list of program goals, information on starting the program (such as selecting training and tree planting sites and planning field trips), lists of references and materials needed, tips on conducting the program, and the complete 64 training sessions. An overview, recommended time-frames, goals, instructional strategies, and exercises are provided for each session. In addition to sessions focusing on such areas as nurseries, tree planting, conducting research on forestry issues, and presenting lessons, language sessions (emphasizing Spanish vocabulary, grammatical structure, and sentence construction) are given regularly to help trainees retain and increase their language skill level. Although each session builds toward or from the one(s) preceding and following it, individual sessions can be used independently with minor modification. (JN)

ED 243 662 SE 044 393

Science for All. Report of a Regional Meeting (Bangkok, September 20-26, 1983). United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Asian Centre

for Educational Innovation for Development.

Pub Date—83

Note—68p.

Available from—Unesco Regional Office for Education in Asia and the Pacific, P.O. Box 1425, General Post Office, Bangkok 10500, Thailand.

Pub Type—Reports - Descriptive (141) - Collected Works - Proceedings (021)

Document Not Available from EDRS.

Descriptors—Curriculum Development, *Educational Objectives, Educational Trends, Elementary Secondary Education, Nonformal Education, *Program Development, Program Implementation, *Science Curriculum, *Science Education, *Science Instruction, *Science Programs, Teacher Education, Technology

Identifiers—*Asia, Pacific Region

This report discusses the development and implementation of programs in Asia and the Pacific which focus on "Science for All." The major objective of "Science for All" is to provide everyone in these areas with the scientific competencies, knowledge, and skills appropriate to their immediate needs to help eradicate poverty, provide proper conditions for decent living, and achieve social justice. Chapter One reviews the current situation of and identifies trends, problems, and issues related to science education in the region; science curriculum and instruction, curriculum development, science equipment, teacher education, and non-formal education programs are among the areas considered. Chapter Two presents a rationale for teaching science for all, identifying the target groups within the total population to be served by these programs. Chapter Three examines the nature and scope of science and technology in the context of "Science for All." Chapter Four suggests how this science and technology should be delivered to reach the identified target groups. Chapter Five provides a framework of a regional plan of action for wider development of science education throughout the region. (Meeting agenda, list of participants, samples of science topics drawn from real-life situations, and other supporting documentation are included in appendices.) (JN)

ED 243 663 SE 044 394

Donovan, Edward P. Prickitt, Ralph Human Biology, High School Science Course Guide.

Moorestown Public Schools, N.J.

Pub Date—21 Jul 83

Note—39p.; Prepared at Moorestown High School.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aesthetics, *Biology, Course Content, *Course Descriptions, *Diseases, High Schools, *Human Body, Science Curriculum, Science Education, *Secondary School Science

A course in human biology was developed to increase course options for students of all abilities and interest levels who successfully completed 1 year of high school science. Major topic areas of the course include: general plan of the human body; causes, cures, and prevention of diseases; human body chemistry; structure and function of cells, tissues, and organs; organ systems; and the influence of health and medical practices on athletic performance. This document provides: (1) the philosophy of the course; (2) the course description; (3) the course outline; (4) a list of subject proficiency requirements arranged by major topic area; (5) a table correlating these proficiencies with course scope and sequence, instructional activities and evaluation methods; (6) a list of evaluation procedures and achievement ratings; (7) a list of procedures for course evaluation and review; (8) a course evaluation form; and (9) a list of the educational goals of the Moorestown (New Jersey) Public School District. (JN)

ED 243 664 SE 044 395

Donovan, Edward P. Korman, Barbara High School Environmental Science Course Guide.

Moorestown Public Schools, N.J.

Pub Date—25 Jul 83

Note—30p.; Prepared at Moorestown High School.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agriculture, *Air Pollution, Course Content, *Course Descriptions, *Ecology, Energy, Environmental Education, High Schools, Noise (Sound), *Physical Environment, Population Growth, Science Curriculum, Science Education, *Secondary School Science, Solid Wastes, *Water Quality

Identifiers—*Endangered Species

A course in environmental science was developed to increase course options for students of all abilities and interest levels. Major topic areas of the course include: introduction to ecological principles and ecosystems; extinction of species; human population dynamics; agricultural systems and pest control; air quality; water quality; solid waste; energy and the environment; and noise pollution. This document provides (1) the philosophy of the course; (2) the course description; (3) the course outline; (4) a list of subject proficiency requirements arranged by major topic area; (5) a table correlating these proficiencies with course scope and sequence, instructional activities, and evaluation methods; (6) a list of procedures for course evaluation and review; (8) a course evaluation form; and (9) lists of instructional materials and equipment. Also included are a list of the educational goals of the Moorestown Public School District and a statement of the philosophy of this district's high school science department. (JN)

ED 243 665 SE 044 396

Fritz-Quincy, Debbie

Florida's Manatee. An Educator's Guide. Third Edition Revised.

Florida Audubon Society, Maitland; Florida State Dept. of Natural Resources, Tallahassee.

Pub Date—83

Note—43p.; Publication of this guide was supported by the Florida Power and Light Company.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Animals, Elementary Education, *Elementary School Science, Environmental Education, Language Arts, *Learning Activities, Marine Biology, Resource Materials, Science Activities, Science Education, *Wildlife, Zoology

Identifiers—*Endangered Species, Florida, *Manatees

This revised and updated guide provides resources for teaching about the Florida manatee, a nearly hairless, thick-skinned marine mammal without hindlimbs and with paddle-like forelimbs. The manatee (an endangered species) is sometimes called a sea cow. The guide includes: (1) a vocabulary list; (2) a list of suggested readings; (3) an annotated list of selected slide programs, filmstrips, and films; (4) brief descriptions of possible classroom and field activities (such as using word games, designing wall murals, using guest speakers, preparing research papers, organizing skits and role playing sessions, investigating the mermaid/manatee debate, visiting a manatee sanctuary, conducting school and boat ramp surveys, and making the public aware about the manatee); (5) a manatee awareness questionnaire; and (6) activity sheets suitable for duplication. The latter include such vocabulary activities as word searches, a crossword puzzle, a connect-the-dot activity, and a field study form. (JN)

ED 243 666 SE 044 397

Orpwood, Graham W. F. Souque, Jean-Pascal

Science Education in Canadian Schools. Volume I.

Introduction and Curriculum Analyses. Background Study 52.

Science Council of Canada, Ottawa (Ontario).

Report No.—ISBN-0-660-11472-0

Pub Date—Apr 84

Note—218p.; For volumes II and III, see SE 044 398-399.

Available from—Canadian Government Publishing Centre, Supply and Services Canada, Hull, Quebec, Canada K1A 0S9 (Canada \$8.00; other countries \$9.60).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Curriculum Development, *Educational Objectives, Elementary School Science, Elementary Secondary Education, Policy Formation, Research Methodology, *Science Curriculum, *Science Education, *Science Instruction, Secondary School Science, *Textbook Content, Textbook Research, Textbooks

Identifiers—*Canada, Science Education Research

A major study of Canadian science education was undertaken in 1980 to establish a documented basis for describing the present purposes and general characteristics of science teaching in Canadian schools, to provide a historical analysis of science education in Canada, and to stimulate active deliberation concerning future options for science education in Canada. This three-part volume includes: (1) an introduction to the study; (2) an analysis of science curriculum policies; and (3) an analysis of sci-

ence textbooks. Part One provides information on the focus of the study (including the conceptual basis of the study's objectives), a discussion of the deliberative inquiry strategy used, and a discussion of research for policy deliberation. Part Two examines science in the school curriculum (considering such areas as science course offerings, science requirements for graduation, and the development of science curriculum policies) and the official aims and strategies of science education. Part Three analyzes the role of textbooks in science education; examines selected textbook features; and discusses findings related to the stated aims of science textbooks, acquisition of scientific skills, the science-technology-society interaction, the Canadian context in science teaching, images of science conveyed in the textbooks, and the encouragement to pursue careers in science and engineering. (JN)

ED 243 667 SE 044 398

Orpwood, Graham W. F. Alam, Isme

Science Education in Canadian Schools. Volume II. Statistical Database for Canadian Science Education. Background Study 52.

Science Council of Canada, Ottawa (Ontario).

Report No.—ISBN-0-660-11471-2

Pub Date—Apr 84

Note—121p.; Jean-Pascal Souque collaborated in the writing of this document. For volumes I and III, see SE 044 397 and SE 044 399.

Available from—Canadian Government Publishing Centre, Supply and Services Canada, Hull, Quebec, Canada K1A 0S9 (Canada \$5.50; other countries \$6.60).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Curriculum Development, *Educational Objectives, Elementary School Science, Elementary Secondary Education, Performance Factors, Questionnaires, *Science Education, *Science Instruction, *Science Teachers, Secondary School Science, Sex Differences, Teacher Attitudes, *Teacher Characteristics, Teacher Education, *Teacher Effectiveness

Identifiers—*Canada, Science Education Research

A major study of Canadian science education was undertaken in 1980 to establish a documented basis for describing the present purposes and general characteristics of science teaching in Canadian schools, to provide a historical analysis of science education in Canada, and to stimulate active deliberation concerning future options for science education in Canada. As part of this study, a national survey was conducted to determine: (1) which of 14 objectives (representing eight categories of aims contained in ministry guidelines) science teachers consider to be important for the level at which they teach; (2) science teachers' perceptions of the effectiveness of their teaching in enabling students to achieve these objectives; and (3) obstacles to the achievement of the various aims of science education. Factors related to physical facilities, institutional arrangements, and support for science teaching were also examined. This volume discusses the survey objectives, methodology, and questionnaire (included in an appendix) used; characteristics of the teachers surveyed; and the findings. Among the findings are those indicating that, at the elementary level, more male than female teachers rated science content objective as fairly or very important and that teachers at all levels considered science-related attitudes important. (JN)

ED 243 668 SE 044 399

Olson, John, Ed. Russell, Thomas, Ed.

Science Education in Canadian Schools. Volume III. Case Studies of Science Teaching. Background Study 52.

Science Council of Canada, Ottawa (Ontario).

Report No.—ISBN-0-660-11472-0

Pub Date—Apr 84

Note—296p.; For volumes I and II, see SE 044 397-398.

Available from—Canadian Government Publishing Centre, Supply and Services Canada, Hull, Quebec, Canada K1A 0S9 (Canada \$10.95; other countries \$13.15).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Case Studies, Curriculum Development, Educational Objectives, Elementary Secondary Education, Inquiry, *Science Curriculum, *Science Education, *Science Instruction, *Teaching Methods

Identifiers—*Canada, Science Education Research

The eight case studies included in this volume were conducted during a major study of Canadian science education. The study was undertaken to establish a documented basis for describing the present purposes and general characteristics of science teaching in Canadian schools, to provide a historical analysis of science education in Canada, and to stimulate active deliberation concerning future options for science education in Canada. The case studies focused on how teachers approach the task of science teaching in elementary, junior, and senior high schools. Major issues addressed included integration and options as forms of curriculum organization, socialization, inquiry approach and understanding, and change. In addition to finding a complex web of interacting factors present in the way teachers approach their work, the studies show that, in practice, teachers are concerned with maintaining their credibility, exerting their influence, gaining access to scarce resources, coping with conflicts between outside expectations and the realities of the classroom, coping with a lack of skill to teach science as innovators imagine it should be taught, fulfilling the expectations of authorities, and resolving conflicts between students' interests and the demands of the subject. (JN)

ED 243 669 SE 044 400

Cutcliffe, Stephen H., Comp.

The Machine in the University: Sample Course Syllabi for the History of Technology and Technology Studies.

Lehigh Univ., Bethlehem, Pa.; Society for the History of Technology.

Pub Date—Jun 83

Note—183p.; A publication of the Technology Studies and Education Committee in cooperation with the Science, Technology and Society Program at Lehigh University.

Available from—Science, Technology and Society Program, 327 Maginnes Hall #9, Lehigh University, Bethlehem, PA 18015 (\$7.50).

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Course Descriptions, Course Objectives, Higher Education, *History Instruction, Industrialization, Public Policy, Sciences, *Technological Advancement, Technological Literacy, *Technology, *United States History, Western Civilization, *World History

Provided are 19 sample course syllabi typifying the broad range of courses taught in the field of the history of technology and technology studies. These syllabi are divided into three major sections: (1) world history, covering the history of technology in a western or world context over the period from earliest man and the era of classical antiquity to the present; (2) American history, including courses solely on the history of American technology; and (3) courses that concentrate on a particular historic theme or focus on a specific aspect of technology studies more broadly conceived, such as values questions or politics and technology. Each syllabus contains a statement of course goals, subjects covered, required and/or suggested readings and, in many cases, study and examination questions. While there is a certain amount of overlap among the topics and readings in the syllabi, there is also some unique aspect that makes each course stand out from the others, whether it be the level at which it is taught, the particular combination of length and choice of readings, or the major themes selected for attention. An appendix includes a list of 66 additional courses, each of which is briefly annotated. (JN)

ED 243 670 SE 044 401

Recommendations on the Mathematical Preparation of Teachers. CUPM Panel on Teacher Training. MAA Notes, Number 2.

Mathematical Association of America, Berkeley, Calif. Committee on the Undergraduate Program in Mathematics.

Report No.—ISBN-0-88385-052-4

Pub Date—83

Note—83p.; For MAA Notes, Number 1, see ED 229 248.

Pub Type—Guides - General (050) — Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Course Descriptions, Elementary School Teachers, Guidelines, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Preservice Teacher Education, Sec-

ondary School Teachers

Identifiers—*Committee on the Undergraduate Program in Math, Mathematical Association of America

This document presents the latest set of recommendations on the mathematical preparation of elementary and secondary school teachers developed by the Committee on the Undergraduate Program in Mathematics (CUPM) of the Mathematical Association of America (MAA). The introduction notes the background for the recommendations, and states that they are an effort to interpret in relatively concrete curricular terms the "Guidelines for the Preparation of Teachers of Mathematics" developed by the National Council of Teachers of Mathematics (NCTM). For each of the three levels considered—teachers of elementary school mathematics; specialists and coordinators of elementary school mathematics and teachers of middle school and junior high school mathematics; and teachers of high school mathematics—the recommendations provide both a guide to preservice preparation and a basis for programs of further professional development. The recommendations are designed to identify aspects of mathematics of particular importance, described in terms of semester courses. A summary and application of the recommendations are presented. The major portion of the document presents course descriptions for each level, including both objectives and mathematical topics, and references. (MNS)

ED 243 671 SE 044 402

Monk, John S., And Others

Monitoring the Performance of Groups of Formal and Concrete Cognitive Tendency Students Using an Intensive Time-Series Design.

Pub Date—Apr 84

Note—21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (57th, New Orleans, LA, April 27-30, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Cognitive Development, *Developmental Stages, *Earth Science, Grade 8, Junior High Schools, Regression (Statistics), *Research Methodology, Science Education, *Secondary School Science

Identifiers—Plate Tectonics, Science Education Research, *Time Series Design

A multiple-group, single-intervention intensive time-series design was used to examine the achievement of an abstract concept, plate tectonics, of students grouped on the basis of cognitive tendency. Two questions were addressed: (1) How do daily achievement patterns differ between formal and concrete cognitive tendency groups when learning an abstract concept such as plate tectonics? (2) Can regression models be created which highlight differences between cognitive tendency groups? To answer these questions data were collected from students of one eighth-grade earth science teacher (N=133) and of one ninth-grade earth science teacher (N=103). The analyses conducted indicate that formal cognitive tendency students outperformed concrete cognitive tendency students while learning plate tectonics. No definite trend in group achievement was present for the concrete cognitive tendency group while a strong positive trend was evident with the formal cognitive tendency group. Regression models which explained up to 67% of the variance observed in daily group achievement were generated. Different regression models were generated for each group in the study. (Author)

ED 243 672 SE 044 403

Czerniak, Charlene, Chiarelli, Leigh

Science Anxiety: An Investigation of Science Achievement, Sex and Grade Level Factors.

Pub Date—Apr 84

Note—59p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Anxiety, *Elementary School Science, *Instructional Program Divisions, Intermediate Grades, Junior High Schools, Questionnaires, Science Education, *Secondary School Science, *Sex Differences, Student Attitudes, Teacher Attitudes

Identifiers—*Science Anxiety, Science Education Research

This study reviews literature on science anxiety related to such variables as sex, intellectual capacity, achievement, and attitudes. To measure science anxiety, a questionnaire (included in an appendix) was developed, pilot-tested on students in grades 5 and 7 in the Bowling Green (Ohio) School District, and administered in final form to 532 fourth, sixth, eighth, and ninth grade students. ANOVA, MANOVA, and ANCOVA statistical analyses were done on the data. Among the major findings are the following: (1) feelings (particularly anxiety) toward science and science-related topics are significantly sex-related; (2) females at grade 4 already display more anxiety toward science than do males; (3) for this study, science anxiety did not increase with grade level; (4) since only 30 percent of fourth and sixth grade teachers compared to 100 percent of junior high school teachers rated science as first choice when asked to rate preferences for five different subject areas, it is speculated that teachers' attitudes may affect feelings toward science; and (5) significant differences on science achievement in relation to science anxiety were found, with high levels of science anxiety correlating with low science achievement scores. (Author/JN)

ED 243 673 SE 044 404

Jones, Lyle V., Ed. And Others

An Assessment of Research-Doctorate Programs in the United States: Engineering. Conference Board of Associated Research Councils.

Report No.—ISBN-0-309-03336-5

Pub Date—82

Note—200p.; Product of the Committee on an Assessment of Quality-Related Characteristics of Research-Doctorate Programs in the United States. For related documents, see SE 044 405-406, HE 015 958, and HE 015 961.

Available from—National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418 (\$10.50).

Pub Type—Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, *Chemical Engineering, Civil Engineering, College Faculty, Doctoral Degrees, *Doctoral Programs, *Educational Quality, Education Work Relationship, *Engineering, Engineering Education, Evaluation Methods, *Financial Support, Graduate Study, Higher Education, Program Effectiveness, *Program Evaluation, Publications, Questionnaires, Reputation, Research, Scholarship, Student Characteristics

The quality of doctoral-level chemical engineering (N=79), civil engineering (N=74), electrical engineering (N=91), and mechanical engineering (N=82) programs at United States universities was assessed, using 16 measures. These measures focused on variables related to: (1) program size; (2) characteristics of graduates; (3) reputational factors (scholarly quality of faculty, effectiveness of programs in educating research scholars/scientists, improvement in program quality during the last 5 years); (4) university library size; (5) research support; and (6) publication records. Chapter I discusses prior attempts to assess quality in graduate education, development of the study plans, and the selection of disciplines and programs to be evaluated. Chapter II discusses the methodology used, focusing on each of the assessment measures. Chapters III to VI present, respectively, findings from the analyses of the chemical, civil, electrical, and mechanical engineering programs. Chapter VII includes a summary of results, correlations among measures, several additional analyses, and suggestions for future studies. Among the findings reported are those indicating that electrical engineering programs had, on the average, the largest number of faculty (N=23) in December 1980 and had graduated the most doctoral students (N=32) during fiscal years 1975-1979. (Survey instruments and supporting documentation are included in appendices.) (JN)

ED 243 674 SE 044 405

Jones, Lyle V., Ed. And Others

An Assessment of Research-Doctorate Programs in the United States: Biological Sciences. Conference Board of Associated Research Councils.

Report No.—ISBN-0-309-03340-3

Pub Date—82

Note—255p.; Product of the Committee on an Assessment of Quality-Related Characteristics of Research-Doctorate Programs in the United States. For related documents, see SE 044 404-406, HE 015 958, and HE 015 961.

Available from—National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418 (\$10.50).

Pub Type—Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, Biochemistry, *Biological Sciences, Botany, College Faculty, *College Science, Cytology, *Doctoral Programs, *Educational Quality, Education Work Relationship, Evaluation Criteria, *Financial Support, Graduate Study, Higher Education, Microbiology, Physiology, Program Effectiveness, *Program Evaluation, Publications, Questionnaires, Reputation, Research, Scholarship, Science Education, Student Characteristics, Zoology

Identifiers—Molecular Biology
The quality of doctoral-level biochemistry (N=139), botany (N=83), cellular/molecular biology (N=89), microbiology (N=134), physiology (N=101), and zoology (N=70) programs at United States universities was assessed, using 16 measures. These measures focused on variables related to: (1) program size; (2) characteristics of graduates; (3) reputational factors (scholarly quality of faculty, effectiveness of programs in educating research scholars/scientists, improvement in program quality during the last 5 years); (4) university library size; (5) research support; and (6) publication records. Chapter I discusses prior attempts to assess quality in graduate education, development of the study plans, and the selection of disciplines and programs to be evaluated. Chapter II discusses the methodology used, focusing on each of the assessment measures. Chapters III to VIII present, respectively, findings from the analyses of the biochemistry, botany, cellular/molecular biology, microbiology, physiology, and zoology programs. Chapter IX includes a summary of results, correlations among measures, several additional analyses, and suggestions for future studies. Among the findings reported are those indicating that cellular/molecular biology programs had, on the average, the largest number of faculty and that students in cellular/molecular biology, biology, biochemistry, microbiology, and physiology received a relatively high fraction of financial support. (Survey instruments and supporting documentation are included in appendices.) (JN)

ED 243 675 SE 044 406

Jones, Lyle V., Ed. And Others

An Assessment of Research-Doctorate Programs in the United States: Mathematical & Physical Sciences. Conference Board of Associated Research Councils.

Report No.—ISBN-0-309-03299-7

Pub Date—82

Note—250p.; Product of the Committee on an Assessment of Quality-Related Characteristics of Research-Doctorate Programs in the United States. For related documents, see SE 044 404-405, HE 015 958, and HE 015 961.

Available from—National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418 (\$10.50).

Pub Type—Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, Chemistry, College Faculty, College Mathematics, College Science, *Computer Science, Computer Science Education, *Doctoral Programs, Earth Science, *Educational Quality, Education Work Relationship, Evaluation Criteria, Financial Support, Geology, Graduate Study, Higher Education, *Mathematics, Mathematics Education, *Physical Sciences, Physics, Program Effectiveness, *Program Evaluation, Publications, Questionnaires, Reputation, Research, Scholarship, Science Education, Statistics, Student Characteristics

Identifiers—*Biostatistics

The quality of doctoral-level chemistry (N=145), computer science (N=58), geoscience (N=91), mathematics (N=115), physics (N=123), and statistics/biostatistics (N=64) programs at United States universities was assessed, using 16 measures. These measures focused on variables related to: (1) program size; (2) characteristics of graduates; (3) reputational factors (scholarly quality of faculty, effectiveness of programs in educating research scholars/scientists, improvement in program quality during the last 5 years); (4) university library size; (5) research support; and (6) publication records. Chapter I discusses prior attempts to assess quality in graduate education, development of the study plans, and the selection of disciplines and programs to be evaluated. Chapter II discusses the methodology used, focusing on each of the assessment measures. Chapters III to VIII present, respectively, findings from the analyses of the chemistry, computer science, earth science, geoscience, mathematics, physics, and statistics/biostatistics programs. Chapter IX includes a summary of results, correlations among measures, several additional analyses, and suggestions for future studies. Among the findings reported are those indicating that earth science programs had, on the average, the largest number of faculty (N=23) in December 1980 and had graduated the most doctoral students (N=32) during fiscal years 1975-1979. (Survey instruments and supporting documentation are included in appendices.) (JN)

States universities was assessed, using 16 measures. These measures focused on variables related to: (1) program size; (2) characteristics of graduates; (3) reputational factors (scholarly quality of faculty, effectiveness of programs in educating research scholars/scientists, improvement in program quality during the last 5 years); (4) university library size; (5) research support; and (6) publication records. Chapter I discusses prior attempts to assess quality in graduate education, development of the study plans, and the selection of disciplines and programs to be evaluated. Chapter II discusses the methodology used, focusing on each of the assessment measures. Chapters III to VIII present, respectively, findings from the analyses of the chemistry, computer science, geoscience, mathematics, physics, and statistics/biostatistics programs. Chapter IX includes a summary of results, correlations among measures, several additional analyses, and suggestions for future studies. Among the findings reported are those indicating that mathematics programs had, on the average, the largest number of faculty (N=33) in December 1980 followed closely by physics (N=28) and chemistry (N=23), and that 80 percent of computer science students had job commitments by graduation. (Survey instruments and supporting documentation are included in appendices.) (JN)

ED 243 676 SE 044 407

National Science Foundation Guide to Programs, Fiscal Year 1984.

National Science Foundation, Washington, D.C.

Report No.—NSF-83-67

Pub Date—84

Note—87p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (GPO Stock Number 038-000-00531-6, \$4.75).

Pub Type—Guides - General (050) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Engineering, Engineering Education, Evaluation Criteria, *Federal Programs, International Programs, *Mathematics, Mathematics Education, Program Descriptions, Program Guides, *Research Proposals, Science Education, *Sciences, *Scientific Research, Teacher Education, Technology

Identifiers—*National Science Foundation

This document provides information for individuals who want to submit proposals in areas funded by the National Science Foundation (NSF). These areas include: (1) mathematical and physical sciences; (2) engineering; (3) biological, behavioral, and social sciences; (4) astronomical, atmospheric, earth, and ocean sciences; (5) scientific, technological, and international affairs; (6) scientific and engineering personnel and education; and (7) other activities (doctoral dissertation research improvement, research opportunity awards for small-college faculty, and research opportunities for small business concerns with strong scientific or engineering research in science-based innovative technology). Overall research goals, types of research endeavors funded, eligibility criteria, and, when applicable, specific evaluation criteria are provided for the various subfields within each of these areas. A source to obtain additional information about a particular program is also provided. General criteria used in selecting all research projects and an organizational chart showing major NSF program areas are included. (JN)

ED 243 677 SE 044 408

National Science Foundation Grants and Awards for Fiscal Year 1982.

National Science Foundation, Washington, D.C.

Report No.—NSF-83-2

Pub Date—82

Note—231p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Awards, Contracts, Educational Research, *Engineering, Engineering Education, Federal Programs, *Fellowships, *Grants, Industry, *Mathematics, *Science Education, *Sciences, Scientific Research, Technology

Identifiers—*National Science Foundation

Provided is a listing of all National Science Foundation (NSF) program grants and contracts awarded in Fiscal Year 1982. The listing is organized by specific NSF programs within these areas: (1) mathematical and physical sciences; (2) engi-

neering; (3) biological, behavioral, and social sciences; (4) astronomical, earth, and ocean sciences (includes Astronomy Research Centers and National Center for Atmospheric Research); (5) scientific, technological, and international affairs; (6) Ocean Drilling Program and United States Antarctic Research Program; (7) scientific and engineering personnel and education, and fellowships; (8) special foreign currency (includes scientific and technological information, scientific research, and international travel); and (9) graduate and minority graduate fellowships. Awards are arranged by state or country and, within each state or country, by institution. Information provided for each award includes principal investigator(s), project title, award number, project duration, and amount awarded. (JN)

ED 243 678 SE 044 409

National Science Foundation Thirty-Second Annual Report for Fiscal Year 1982.

National Science Foundation, Washington, D.C.
Report No.—NSF-83-1

Pub Date—82

Note—118p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Annual Reports, Budgets, *Engineering, Engineering Education, *Federal Programs, Government Role, International Cooperation, *Mathematics, Science Education, *Sciences, *Scientific Research, *Technology

Identifiers—National Science Foundation

Discussions of research efforts in areas supported by the National Science Foundation (NSF) are presented. These areas include: (1) mathematical and physical sciences (mathematical sciences, computer science, physics, chemistry, and materials research); (2) engineering (electrical, computer, and systems engineering, chemical and process engineering, civil and environmental engineering, mechanical engineering and applied mechanics, and interdisciplinary research); (3) biological, behavioral, and social sciences (physiology, cellular, and molecular biology, environmental biology, behavioral and neural sciences, social and economic sciences, and information science and technology); (4) astronomical, atmospheric, earth, and ocean sciences, including United States arctic and antarctic research activities; (5) scientific, technological, and international affairs (industrial science and technological innovation, intergovernmental and public-service science and technology, international scientific cooperative activities, policy research and analysis, and Science Resources Studies); (6) scientific and engineering personnel and education; (7) coordinated agency-wide research activities; and (8) ocean drilling. Also included in appendices is a summary of the NSF financial report for fiscal year 1982, a list of NSF advisory committees and panels, a list of patents and inventions resulting from NSF-supported activities, and a list of National Research Center contractors. (JN)

ED 243 679 SE 044 410

Winter, Charles A.

Opportunities in Biological Sciences; [VGM Career Horizons Series].

Pub Date—84

Note—162p.

Available from—National Science Teachers Association, 1742 Connecticut Ave., NW, Washington, DC 20009 (\$5.95).

Pub Type—Books (010) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Biological Sciences, *Career Planning, *Employment Opportunities, Females, Job Search Methods, Minority Groups, *Occupational Information, *Science Careers, Science Education, Secondary Education, *Secondary School Science

This book provides job descriptions and discusses career opportunities in various fields of the biological sciences. These fields include: (1) biotechnology, genetics, biomedical engineering, microbiology, mycology, systematic biology, marine and aquatic biology, botany, plant physiology, plant pathology, ecology, and wildlife biology; (2) the biomedical sciences (physiology, biophysics, biochemistry, pharmacology, immunology, and pathology); and (3) applied biology (forestry and agriculture). Opportu-

nities as laboratory assistants, technicians, technologists, and technical writers are also considered. Additional information provided includes what it is like to be a biologist (examining personal attributes of biologists, women and minorities in biology, demand for biologists, and the tangible/intangible rewards of a career in biology); education of a biologist (considering high school subjects, college requirements, graduate study, and financial aspects); employment of biologists (focusing on employment in educational institutions, governmental agencies, industry, independent research laboratories, botanical gardens and arboreta, zoos, museums of natural history, volunteer services, and self-employment situations); and information on finding a job (discussing college placement bureaus, periodicals, professional associations, and personal contacts). A list of selected sources to obtain further information is appended. (JN)

ED 243 680 SE 044 411

Creative Environmental Education Activities for Children. Environmental Education Curriculum Guide.

Tennessee Valley Authority (Land Between the Lakes), Golden Pond, Ky.

Report No.—TVA/ONR/LBL-83/I-JAS

Pub Date—84

Note—59p.; For more information contact: Interpretation and Education Section, TVA-Land Between the Lakes, Golden Pond, KY 42231.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Biological Sciences, Curriculum Guides, Earth Science, Ecology, Elementary School Mathematics, Elementary School Science, Enrichment Activities, *Environmental Education, *Language Arts, Natural Resources, *Outdoor Activities, *Preschool Curriculum, Preschool Education, *Science Activities, *Skill Development

Twenty-seven activities have been compiled to assist teachers in incorporating environmental methods and techniques into their preschool curricula. These activities are designed to complement the classroom curriculum and heighten participant awareness and appreciation of environmental resources and relationships. Each activity includes: (1) activity number; (2) time required to complete the activity; (3) subject area (mathematics, science, language arts, art, music); (4) title; (5) objectives; (6) list of materials needed; (7) reference(s); and (8) procedures. Among the topic areas investigated are: protective coloration; camouflage; color identification; rocks; colors, shapes, and textures in the natural environment; predator-prey relationship; bird feeders; and fossils. In addition, the activities foster the development of observation, classification, mathematics, listening, communication, measuring, and language skills. (JN)

ED 243 681 SE 044 412

Stronck, David R., Comp.

Discussing Sex in the Classroom: Readings for Teachers.

National Science Teachers Association, Washington, D.C.

Report No.—ISBN-0-87355-024-2

Pub Date—82

Note—98p.

Available from—National Science Teachers Association, 1742 Connecticut Ave., NW, Washington, DC 20009 (\$8.00).

Pub Type—Reference Materials (130) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abortions, *Contraception, *Controversial Issues (Course Content), Ethical Instruction, Homosexuality, Position Papers, Reproduction (Biology), Science Curriculum, Science Education, *Science Instruction, Secondary Education, *Secondary School Science, *Sex Education, *Sexuality, Venereal Diseases

Identifiers—*Bioethics

This reader provides teachers with background material on a range of sex-related subjects likely to surface in any classroom at every level, but particularly in middle or high school science classrooms. The first section presents statements of the National Science Teachers Association supporting the right and responsibility of teachers to provide sex education. The second section provides articles which focus on the debate between advocates of sex education and its opponents as well as on the past and future role of sex education in schools. The

third section develops the concept that an adequate sex education program can help students to clarify their values and to recognize personally as well as socially acceptable moral and ethical principles. At the same time, this section is designed to present practical examples of both content and technique to assist in the sensitive teaching task that sex education presents. Each article in this section stresses that adequate sex education consists of more than strictly biological information. The fourth section reinforces the need for teaching specific topics which sometimes are eliminated by censorship. Articles in this section focus on such topics as venereal disease, birth control, premarital sex, abortion, and homosexuality. (JN)

ED 243 682 SE 044 413

Research Needs for Human Factors.

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.; National Academy of Sciences - National Research Council, Washington, D.C.

Spons Agency—Office of Naval Research, Arlington, Va.

Report No.—ARI-RN-83-07

Pub Date—Jan 83

Contract—N00014-81-C-0017

Note—244p.; Prepared by the Committee on Human Factors.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Cognitive Processes, *Computer Oriented Programs, Computer Software, *Decision Making, Higher Education, *Human Factors Engineering, *Input Output Devices, Man Machine Systems, Research Methodology, *Research Needs

Human factors engineering can be defined as the application of scientific principles, methods, and data drawn from a variety of disciplines to the development of engineering systems in which people play a significant role. Since human factors issues arise in every domain in which humans interact with the products of a technological society, six areas in which basic research is needed to improve the scientific basis of applied human factors work have been identified. These areas include: (1) human decision-making; (2) eliciting information from experts; (3) user-computer interaction; (4) supervisory control systems; (5) population group differences; and (6) applied methods (including education in this field). Each area is discussed in a separate chapter designed to be a self-contained report of the research needs in that area. (JN)

ED 243 683 SE 044 414

Rachlin, Sid, Ed. McDonald, Judy, Ed.

Problem Solving in the Mathematics Classroom.

Math Monograph No. 7.

Alberta Teachers Association, Edmonton.

Pub Date—Apr 82

Note—182p.; A publication of the Mathematics Council.

Available from—The Alberta Teachers' Association, Barnett House, 11010 - 142nd St., Edmonton, Alberta, Canada T5N 2R1 (\$6.00).

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cognitive Processes, Elementary Secondary Education, *Mathematics Education, *Mathematics Instruction, *Problem Sets, *Problem Solving, *Teaching Methods

Identifiers—Mathematics Education Research

This monograph provides teachers with a wide range of articles on the teaching of problem solving in the mathematics classroom. The first section, on Understanding the Problem, includes articles which provide a sense of the "problem" of teaching problem solving. The second section, on Devising a Plan, provides suggested plans for attacking related classes of problems. The articles in the third section, on Carrying Out the Plan, focus on the solutions to specific problems. Finally, the fourth section, on Looking Back, includes articles which reflect on the past, present, and future of teaching for problem solving. (MNS)

ED 243 684 SE 044 415

Cebulski, Larry A.

Children's Errors in Subtraction: An Investigation Into Causes and Remediation.

Pub Date—[84]

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computation, Educational Research, Elementary Education, *Elementary School Mathematics, *Error Patterns, Grade 3, Grade 4, *Mathematics Education, *Remedial Mathematics, *Subtraction

Identifiers—*Mathematics Education Research

Three studies were conducted in order to determine the source and frequency of children's difficulties in subtraction and to examine different approaches to remediation. In the first study, third-grade children were asked to solve subtraction problems and were observed and questioned about their solution processes. Children who had difficulty either attempted to borrow incorrectly or made inversion errors. The second study examined the efficacy of two minimally intrusive methods of remediation. Third-grade children were given either instructions to borrow, promised rewards for accurate performance or no intervention and were asked to solve a series of subtraction problems requiring borrowing. Neither experimental condition resulted in a significant increase in the number of problems solved correctly, and error patterns again indicated that children had difficulty with the borrowing process. In the third study, third- and fourth-grade children were assigned to one of three conditions: training in the component skills required for borrowing; feedback in the form of correctly worked solutions; or a regular classroom control condition. Both treatment conditions resulted in a significant increase in the number of problems solved correctly, and these increases were accompanied by a reduction of errors in the borrowing process. (Author)

ED 243 685 SE 044 416

Steinberg, Ruth M.
Derived Facts Strategies in Learning Addition and Subtraction.

Pub Date—Apr 84

Note—29p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 1984).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Addition, *Cognitive Processes, Computation, Educational Research, Elementary Education, *Elementary School Mathematics, Grade 2, *Mathematics Instruction, Number Concepts, *Subtraction, Teaching Methods

Identifiers—*Basic Facts (Mathematics), *Mathematics Education Research

This study documented the spontaneously derived strategies that children use which may play a key role in the transition from counting to recall of number facts. For these strategies, the child uses a small set of known number facts to derive the solution to unknown number facts. How training in the use of derived strategies influences the solution strategies used was also studied, with special note of changes in solution strategies from counting to strategies based on relations among facts. A teaching experiment was conducted with one second-grade class (N=23) for eight weeks beginning in early September. Four interviews were conducted with each child, involving a pretest, a mid-instruction interview, a posttest, and a long-range effects test, in addition to short daily interviews and three group timed tests. The instructional unit and strategies taught are described, as are the interviews, observations, timed test, and student workbooks. Derived fact strategies accounted for about 20 percent of the children's responses on the pretest, and for one-half of the responses to addition combinations and over one-fourth of the answers to subtraction combinations following instruction. (MNS)

ED 243 686 SE 044 417

Bull, Elizabeth Kay
Using Verbal Protocol Data to Reflect the Quality of Problem Representation in Solving Algebra Word Problems.

Pub Date—[84]

Note—31p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Algebra, *Cognitive Processes, *College Mathematics, Educational Research, Error Patterns, Higher Education, *Mathematics Instruction, Problem Sets, *Problem Solving, *Protocol Materials

Identifiers—*Mathematics Education Research

The goal of this study was to find a way to quantify three criteria of representational quality, described by Greeno, so that it would be possible to examine statistically the relationship between representational quality and other variables related to

problem solution. The sample consisted of 18 college students, 84 percent of whom had mathematics through trigonometry or calculus in high school as well as at least one college mathematics course. Students were asked individually to think aloud as they solved six algebra word problems, and then to give a retrospective report describing what could be remembered about the problem-solving process used. Each idea unit in the protocols was coded, using a slightly modified coding system developed by Ericsson and Simon. Then, coherence and correspondence scores were computed for each problem. Both scores were found to predict whether or not a student would be able to solve correctly at least some word problems, with the correspondence score a stronger predictor. Three types of errors made by students were also noted: interpretive, integrative, and recall errors. Appendices contain the word problem set, a sample coded verbal protocol, and a task analysis for one problem. (MNS)

ED 243 687 SE 044 418

Karch, Ed And Others
Small Scale Charcoal Making: A Manual for Trainers.

CHP International, Inc., Oak Park, IL; Farallones

Inst. Rural Center, Occidental, CA.

Spons Agency—Peace Corps, Washington, D.C.

Pub Date—Jul 82

Contract—282-1003

Note—133p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Construction (Process), *Developing Nations, Evaluation Methods, *Fuels, Non-formal Education, Pilot Projects, Postsecondary Education, Problem Solving, *Skill Development, Technology Transfer, *Training Methods, Training Objectives

Identifiers—*Charcoal, *Kilns, Peace Corps

This training program offers skills training in all stages of the development of technologies related to small-scale charcoal production, including the design, construction, operation, maintenance, repair, and evaluation of prototype kilns. The kiln designs are selected to be as consistent as possible with the realities of rural areas in developing countries. The program is divided into 20 sessions which occur over a 6-day period. Each session description includes: (1) a title; (2) the approximate time needed to carry out the session; (3) a list of objectives; (4) attachments (usually intended for distribution to participants) and other suggested references; (5) a list of suggested supplies and tools needed for the session; (6) a list of steps to follow to meet the objectives; (7) trainer notes (which serve to clarify and explain a procedure, provide background information, and suggest opinions); and (8) activities. Session objectives are inter-related and linked through association with a number of fundamental program themes. These themes are: development and transfer of technical competence; principles and techniques of nonformal education and adult learning; methods and approaches to problem-solving; development issues; cross-cultural perspectives; and the process of assessment and evaluation. (JN)

ED 243 688 SE 044 419

A Training Manual in Conducting a Workshop in the Design, Construction, Operation, Maintenance and Repair of Hydrants.

Peace Corps, Washington, DC. Office of Program-

ming and Training Coordination.

Pub Date—Dec 81

Note—246p; Appendix which contained duplicate copies of handouts has been removed.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Construction (Process), *Developing Nations, Postsecondary Education, *Skill Development, *Training Methods, Training Objectives, Water, *Workshops

Identifiers—*Hydrants, Peace Corps

This manual presents a comprehensive training design, suggested procedures, and materials for conducting a workshop in the design, construction, operation, maintenance, and repair of hydrants, and in the planning and implementation of hydrant projects. Hydrants (hydraulic rams, hydraulic ram pumps, automatic hydraulic ram pumps, rams) are devices that use the force of water falling through a drive pipe to pump water to a height greater than its source, making use of hydraulic principles and requiring no fuel. The manual includes 20 sessions for the design and construction of modified and fabricated pipefitting and cement rams, and complete

instructions for a clear PVC demonstration ram. Each session includes learning objectives, recommended time, suggested procedures, the specific tools, materials, and resources required, notes for trainers (which clarify procedures, provide background information, or suggest options), and activities (designed for 15-20 participants with two trainers) which incorporate such learning techniques as demonstrations, problem-solving, skill practice and guided construction, and large and small group discussions. Guidelines for users (including lists of training objectives, pre-workshop tasks, and tools, equipment, and materials needed) are provided in an introductory section. The entire workshop requires ten 8-hour working days. (JN)

ED 243 689 SE 044 460

Penick, John E., Ed.

Science as Inquiry. Focus on Excellence. Volume 1, Number 1.

National Science Teachers Association, Washington, D.C.

Spons Agency—National Science Foundation,

Washington, D.C.

Pub Date—83

Grant—MST-8216472

Note—136p; For volume 1, numbers 2-3, see SE

044 461-462.

Available from—NSTA Publications Department,

1742 Connecticut Ave., NW, Washington, DC

20009 (\$7.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Demonstration Programs, Educational Objectives, *Elementary School Science, Elementary Secondary Education, Evaluation Criteria, *Inquiry, Program Content, *Program Descriptions, Science Curriculum, Science Education, *Science Instruction, *Science Programs, *Secondary School Science, Teaching Methods

Identifiers—National Science Foundation

The 1982 Search for Excellence in Science Education project has identified 10 science programs as exemplars in the teaching of science as inquiry. Descriptions of the programs and the criteria used in their selection are presented. Chapter 1 reviews four goal clusters (developed during Project Synthesis) related to the desired state in science as inquiry. These goal clusters, which focus on personal needs, societal issues, fundamental knowledge, and careers, were used as the criteria for defining excellence in these programs. Chapters 2 to 11 provide descriptions of the exemplary programs. The descriptions include: (1) information about the setting of the program (community location, size, specific features); (2) nature of the program (grade, level, class sizes, curriculum outline, learning activities, evaluation techniques); (3) origin of the program; and (4) what factors contribute to the program's success and what is needed to keep it going. Chapter 12 presents some generalizations and recommendations, indicating that these programs involve several years of development, are still evolving, do not place textbooks in a central position, have close ties with post-secondary education, and involve a locally developed curriculum. In addition, the teacher is the critical factor in designing and creating an environment conducive to inquiry. (JN)

ED 243 690 SE 044 461

Penick, John E., Ed.

Elementary Science. Focus on Excellence. Volume

1, Number 2.

National Science Teachers Association, Washing-

ton, D.C.

Spons Agency—National Science Foundation,

Washington, D.C.

Pub Date—83

Grant—MST-8216472

Note—163p; For volume 1, numbers 1-3, see SE

044 460-462.

Available from—NSTA Publications Department,

1742 Connecticut Ave., NW, Washington, DC

20009 (\$7.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Demonstration Programs, Elementary Education, *Elementary School Science, Evaluation Criteria, Program Content, *Program Descriptions, *Science Curriculum, Science Education, *Science Instruction, *Science Programs, Teaching Methods

Identifiers—National Science Foundation

The 1982 Search for Excellence in Science Edu-

cation project has identified 12 exemplary programs in elementary school science. Descriptions of the programs and the criteria used in their selection are presented. Chapter 1 reviews four goal clusters (developed during Project Synthesis) related to the desired state in elementary school science. These goal clusters, which focus on personal needs, societal issues, fundamental knowledge, and careers, were used as the criteria for defining excellence in these programs. Chapters 2 to 13 provide descriptions of the exemplary programs. The descriptions include: (1) information about the setting of the program (community location, size, specific features, school science, and organization); (2) nature of the program (grade, level, class sizes, curriculum outline, learning activities, evaluation techniques); (3) origin of the program; and (4) what factors contribute to the program's success and what is needed to keep it going. Chapter 14 synthesizes the ideas found in these programs and offers generalizations and recommendations related to excellence in elementary science. Among the generalizations reported are those indicating that the programs: emphasize hands-on science, inquiry strategies, and student decision-making; were teacher developed, designed, and implemented; and receive administrative and community support. (JN)

ED 243 691 SE 044 462
Penick, John E., Ed. Bonnstetter, Ronald J.

Biology. Focus on Excellence. Volume 1, Number 3.

National Science Teachers Association, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—83

Grant—MST-8216472

Note—128p.; For volume 1, numbers 1-2, see SE 044 460-461.

Available from—NSTA Publications Department, 1742 Connecticut Ave., NW, Washington, DC 20009 (\$7.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Biology, Demonstration Programs, *Ecology, Evaluation Criteria, Health Education, High Schools, Marine Biology, Program Content, *Program Descriptions, Science Curriculum, Science Education, *Science Instruction, *Science Programs, *Secondary School Science, Teaching Methods

Identifiers—National Science Foundation

The 1982 Search for Excellence in Science Education project has identified 10 exemplary programs in biology. Descriptions of the programs and the criteria used in their selection are presented. Chapter 1 discusses the desired state in biology education, examining the goals of biology education and how these goals relate to biology curriculum and instruction. These goals, which focus on personal needs, societal issues, fundamental knowledge, and careers, were among the criteria used for defining excellence in these programs. Chapters 2 to 11 provide descriptions of the exemplary programs (including programs in limnology, marine biology, ecology, and health). The descriptions include: information about the setting of the program (community location, size, specific features, school science, and organization); nature of the program (grade, level, class sizes, curriculum outline, learning activities, evaluation techniques); origin of the program; and what factors contribute to the program's success and what is needed to keep it going. Chapter 12 synthesizes the ideas found in these programs and offers generalizations and recommendations related to excellence in biology programs. For example, excellent programs were found to consider values and ethics related to personal decisions and social policies and to focus on social issues and relations between ecology and the community. (JN)

ED 243 692 SE 044 463

Yager, Robert E., Ed.

Exemplary Programs in Physics, Chemistry, Biology, and Earth Science.

National Science Teachers Association, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—83

Grant—MST-8216472

Note—93p.

Available from—NSTA Publication Department, 1742 Connecticut Ave., NW, Washington, DC

20009 (\$7.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Biology, *Chemistry, Demonstration Programs, *Earth Science, Evaluation Criteria, High Schools, *Physics, Program Content, Program Descriptions, Science Curriculum, Science Education, Science Instruction, *Science Programs, *Secondary School Science, Teaching Methods

Identifiers—National Science Foundation

The 1982 Search for Excellence in Science Education project has identified 50 exemplary programs in physics, chemistry, biology, and earth science. Descriptions of four of these programs and the criteria used in their selection are presented. The first section reviews the direction established by Project Synthesis in searching for exemplary programs, discussing the desired and actual states in such programs as related to four goal clusters (personal needs, societal issues, fundamental knowledge, and careers), curriculum, instruction, evaluation, and teachers. The criteria used by professional organizations in selecting one exemplary program in their respective discipline are also provided. Organizations include the American Association of Physics Teachers, American Chemical Society, National Association of Biology Teachers, and National Association of Geology Teachers. The second section provides a description of each of these four programs, including school setting, program history, and program maintenance. The third section analyzes the four programs in terms of each other, and lists the generalizations arising from a study of the 50 National Science Teachers Association exemplary programs. Among the features of these programs are the utilization of laboratories, field experiences and community related projects/activities and the concern with the affective domain and all-round growth of students. (JN)

ED 243 693 SE 044 464

Denmark, Tom, Ed.

Issues for Consideration by Mathematics Educators: Selected Papers.

Research Council for Diagnostic and Prescriptive Mathematics, Kent, OH.

Pub Date—[78]

Note—67p.; Papers presented to the RCDPM Annual Conferences (4th, College Park, MD, April 1-2, 1977) and (5th, Scottsdale, AZ, April 1978). For related documents, see SE 044 465, SE 044 473, and SE 044 479.

Available from—Research Council for Diagnostic and Prescriptive Mathematics, 441 Beryl Drive, Kent, OH 44240.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Style, Deafness, *Diagnostic Teaching, Division, Educational Research, Language Role, *Learning Problems, Mathematical Vocabulary, Mathematics Anxiety, *Mathematics Education, Multiplication, Preservice Teacher Education, *Remedial Mathematics, Testing, *Vertical Organization

Identifiers—*Mathematics Education Research

This set of papers, selected from presentations at the Fourth and Fifth Annual Conferences of the Research Council for Diagnostic and Prescriptive Mathematics, are of primary interest to mathematics educators. In the first paper, Romberg describes a model for diagnosing mathematical learning difficulties which extends the diagnostic process beyond the mere identification of unpassed objectives. Underhill then provides a basis for distinguishing between learning hierarchies and diagnostic hierarchies, pointing out differences in methods used to validate each. Reports by Hill and Underhill, and by Underhill and Causey explain the methods used to generate diagnostic hierarchies. Novillis discusses the effect of language on learning mathematics, presenting a method for investigating children's acquisition of mathematical terms. Research studies on diagnosing mathematical learning difficulties among deaf children are reviewed by Sinatra, while Sovchik explores the effects of anxiety on mathematical learning. Crenson provides concise descriptions of several tests for assessing students' perceptual skills and critiques the role of learning style in the diagnostic process. Finally, Fennell reports on a study comparing two approaches for training preservice teachers to use diagnostic-prescriptive methods. (MNS)

ED 243 694

SE 044 465

Hynes, Mary Ellen, Ed.

Topics Related to Diagnosis in Mathematics for Classroom Teachers.

Research Council for Diagnostic and Prescriptive Mathematics, Kent, OH.

Pub Date—[78]

Note—93p.; Papers presented to the RCDPM Annual Conferences (4th, College Park, MD, April 1-2, 1977) and (5th, Scottsdale, AZ, April 1978). For related documents, see SE 044 464, SE 044 473, and SE 044 479.

Available from—Research Council for Diagnostic and Prescriptive Mathematics, 441 Beryl Drive, Kent, OH 44240.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Addition, *Diagnostic Teaching, Elementary Education, *Elementary School Mathematics, *Grouping (Instructional Purposes), Learning Problems, Manipulative Materials, *Mathematics Education, *Number Concepts, *Remedial Mathematics, Subtraction

This set of papers was selected from presentations made at the Fourth and Fifth Annual Conferences of the Research Council for Diagnostic and Prescriptive Mathematics because of their pertinence to classroom teachers. The papers concern: (1) "Research and Development Related to Learning about Numerals for Whole Numbers: Implications for Classroom/Resource Room/Clinic" (Ashlock); (2) "Levels of Maturity in Diagnosis and Instruction" (Engelhardt); (3) "Teaching Arithmetic: A Diagnostic Approach" (Hopkins); (4) "Using Manipulative Aids to Model Algorithms in Remedial Situations" (Hynes); (5) "A Theoretical Study of the Organization of Basic Addition Facts for Memorization" (Heddens); (6) "How Do You Get Children to Quit Using Their Fingers to Add and Subtract?" (Rathmell); (7) "But I Have 42 Students in My Class" (Connelly); (8) "Implementing Diagnosis in the Classroom" (Inskeep); and (9) "The Role of Dual Programming in Diagnostic and Prescriptive Mathematics" (Wyer). (MNS)

ED 243 695 SE 044 466

Hynes, Michael C., Ed.

An Annotated Bibliography of Periodical Articles Relating to the Diagnostic and Prescriptive Instruction of Mathematics.

Research Council for Diagnostic and Prescriptive Mathematics, Kent, OH.

Pub Date—79

Note—49p.; For a related document, see SE 044 467.

Available from—Research Council for Diagnostic and Prescriptive Mathematics, 441 Beryl Drive, Kent, OH 44240.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, *Diagnostic Teaching, Educational Research, *Elementary School Mathematics, Learning Problems, Mathematics Education, *Remedial Mathematics, *Teaching Methods

Identifiers—Mathematics Education Research

This annotated bibliography provides journal references on how children learn mathematics and about diagnostic and remedial techniques for teaching mathematics, particularly at the elementary school level. A large number of the articles report research in diagnostic and prescriptive mathematics. (MNS)

ED 243 696 SE 044 467

Sadowski, Barbara, Ed.

An Annotated Bibliography Relating to the Diagnostic and Prescriptive Instruction of Mathematics, Volume 2.

Research Council for Diagnostic and Prescriptive Mathematics, Kent, OH.

Report No.—ISBN-0-940466-02-9

Pub Date—82

Note—76p.; For a related document, see SE 044 466.

Available from—Research Council for Diagnostic and Prescriptive Mathematics, 441 Beryl Drive, Kent, OH 44240.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, *Diagnostic Teaching, Educational Research, *Elementary School Mathematics, Learning Problems, *Mathematics Education, *Remedial Mathematics, *Teaching Methods

Identifiers—Mathematics Education Research

This second annotated bibliography provides references to articles, books, dissertations, and presentations published since the first bibliography appeared in 1979. The focus is again on how children learn mathematics and on diagnostic and remedial techniques for teaching mathematics, particularly at the elementary school level. Many research reports on diagnostic and prescriptive mathematics are included. (MNS)

ED 243 697 SE 044 468

Glennon, Vincent J.
Neuropsychology and the Instructional Psychology of Mathematics. The First Annual Dr. John W. Wilson Memorial Address.

Research Council for Diagnostic and Prescriptive Mathematics, Kent, OH.

Pub Date—81

Note—15p.; Address presented at the Annual Conference of the Research Council for Diagnostic and Prescriptive Mathematics (7th, Vancouver, British Columbia, April 13, 1980).

Available from—Research Council for Diagnostic and Prescriptive Mathematics, 441 Beryl Drive, Kent, OH 44240.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Diagnostic Teaching, *Learning Theories, *Mathematics Education, *Mathematics Instruction, *Psychological Studies, Remedial Mathematics

Identifiers—*Mathematics History, *Neuropsychology

This address stresses the idea that selected findings from research in neuropsychology can be of use in courses in diagnostic and prescriptive teaching and in clinical work with children and adults. A short history of psychological theories from faculty psychology through Piagetian techniques is given. Then efforts in neuropsychology are described, including research on cognitive functions of the brain. Theories of curriculum and instruction are discussed, followed by theories of teacher methodology and of motivation. Finally, attention is drawn to the need for a systems theory of instructional psychology of mathematics. (MNS)

ED 243 698 SE 044 469

Glaser, Donald D., Ed. Saline, Linda E., Ed.
A Response to Advancing Technologies. Repositioning Engineering Education to Serve America's Future.

American Society for Engineering Education, Washington, D.C.

Pub Date—82

Note—84p.

Available from—American Society for Engineering Education, Suite 200, 11 Dupont Circle, Washington, DC 20036 (\$4.00).

Pub Type—Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Computer Graphics, *Computer Oriented Programs, *Computers, *Engineering, *Engineering Education, Government Role, Higher Education, *Industry, Manufacturing, Policy Formation, *Program Descriptions, School Business Relationship, Technology

Identifiers—Engineering Curriculum, National Science Foundation

This publication is a summary of 20 papers which examine the status and impact of computers and related technologies on engineering, design practices and production in the private sector, and on engineering curricula and teaching methodology; and their role in assuring social and economic vitality. Chapter 1 discusses how technology impacts the American societal context. Chapter 2 examines the computer as the key to productivity and quality improvements. Chapter 3 considers problems and solutions related to government, examining policy mechanisms and providing two examples of government/industry cooperative efforts (Integrated Programs for Aerospace Vehicle Design and Integrated Programs for Computer-Aided Manufacturing). Chapter 4 examines the role industry has played and continues to play in computer-aided engineering (CAE). Chapter 5 discusses the delivery of engineering through technology, providing a classification of technologies used in education and examining seven areas related to computers (expenditures, hardware trends, availability, computer-assisted-instruction, computer-assisted-testing, simulations, and computer conferencing). Chapter 6 provides examples of engineering education programs at 11 institutions of higher education which

use CAE and computer-aided manufacturing. A summary of two surveys on the status of hardware and use of computer graphics in chemical engineering departments is included. Chapter 7 provides a prognosis for the future. (JN)

ED 243 699 SE 044 470

Lederman, Norman
Delineating Classroom Variables Related to Students' Conceptions of the Nature of Science.

Pub Date—Apr 84

Note—19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (68th, New Orleans, LA, April 27-30, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Biology, *Classroom Environment, *Concept Formation, High Schools, Science Education, *Science Instruction, *Secondary School Science, Student Teacher Relationship, *Teacher Behavior, Teacher Characteristics, Teaching Methods

Identifiers—Science Education Research

This study tested the validity of the prevalent assumption that a teacher's understanding of the nature of science, in and of itself, is related to changes in the conceptions of his/her students and identified the classroom dimensions (such as teacher behavior and classroom ecology) significantly related to changes in students' conceptions. Data were obtained from pre- and post-test administrations of the "Nature of Scientific Knowledge Scale" (NSKS) to both teachers and students. Three intensive qualitative field observations in each of 18 biology classrooms yielded 44 variables of teacher behavior and classroom climate. The data collected from the observations were compared with the degree of change (high or low) in teacher and student views as measured on the NSKS. Results indicate that teachers' conceptions of the nature of science are not significantly related to changes in students' conceptions of science. Results also indicate the existence of several common characteristics in classrooms in which students exhibited the largest conceptual changes. For example, problem-solving and frequent, inquiry-oriented questioning typified these classrooms. In addition, students in these classrooms were more attentive and exhibited more participation. (JN)

ED 243 700 SE 044 471

Zeidler, Dana Lewis
Patterns of Hierarchy in Formal and Principled Moral Reasoning.

Spons Agency—Delaware State Coll., Dover.

Pub Date—28 Apr 84

Note—24p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (68th, New Orleans, LA, April 27-30, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biology, *Cognitive Development, *Developmental Stages, Grade 10, High Schools, *Logical Thinking, *Moral Development, Science Education, *Secondary School Science

Identifiers—Moral Reasoning, Science Education Research, Test of Logical Thinking (Tobin and Capie)

Measurements of formal reasoning and principled moral reasoning ability were obtained from a sample of 99 tenth grade students. Specific modes of formal reasoning (proportional reasoning, controlling variables, probabilistic, correlational and combinatorial reasoning) were first examined. Findings support the notion of hierarchical relationships which exist among those variables. Further results from factor analysis provide evidence that the variables represent specific cognitive structures that are interdependent with each other and precede operations in development. Finally, significant relationships were found to exist between the different modes of formal reasoning and principled moral reasoning. Combinatorial and correlational reasoning were found to significantly account for 22 percent of the variance in principled moral reasoning. Theoretical and educational implications are discussed. (Author)

ED 243 701 SE 044 472

Speer, William R., Comp.
A Bibliography Related to the Nature of Diagnosis and Remediation in Mathematics.

Research Council for Diagnostic and Prescriptive

Mathematics, Kent, OH.

Pub Date—Jan 81

Note—70p.; Reprint of an April 1976 document. Several pages contain light, broken print.

Available from—Research Council for Diagnostic and Prescriptive Mathematics, 441 Beryl Drive, Kent, OH 44240.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Diagnostic Teaching, Learning Problems, Mathematics, *Mathematics Education, *Remedial Mathematics, *Teaching Methods

This bibliography lists references related to diagnostic and prescriptive instruction in mathematics education. The references are given in alphabetical order, without annotation or categorization. (MNS)

ED 243 702 SE 044 473

Speer, William R.

Clinical Investigations in Mathematics Education.

Thematic Addresses from the Fourth National Conference on Diagnostic and Prescriptive Mathematics.

Research Council for Diagnostic and Prescriptive Mathematics, Kent, OH.

Pub Date—78

Note—107p.; Addresses delivered to the RCDPM National Conference (4th, College Park, MD, April 1-2, 1977). For related documents, see SE 044 464-465, and SE 044 479.

Available from—Research Council for Diagnostic and Prescriptive Mathematics, 441 Beryl Drive, Kent, OH 44240.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Clinical Diagnosis, Computation, *Diagnostic Teaching, Educational Planning, Educational Research, Elementary Secondary Education, Learning Problems, *Literature Reviews, *Mathematics Education, *Remedial Mathematics, *Research Design, Research Needs, Speeches

Identifiers—Counting, *Mathematics Education Research, Research Reviews

Five invitational addresses presented at the Fourth National Conference of the Research Council for Diagnostic and Prescriptive Mathematics are included in this document. "The Nature of the Clinical Investigation" (Romberg and Uprichard) discusses the validity of clinical investigations and suggests guidelines for conducting such studies of instructional techniques. "A Clinical Model for Diagnosing Mathematical Deficiencies, (MD) Squared, Incorporating Educational Cognitive Style" (Speer) describes a process that takes into account factors that contribute to an individual's unique learning style and content deficiencies. "Feedback in Diagnostic Testing" (Engelhardt) reviews the literature on feedback as it relates to testing. Difficulties in existing research are identified, and needed research and changes in diagnostic procedures are suggested. "Counting Performance and Achievement: Some Preliminary Observations" (Callahan) considers the rote and rational counting performance of young children, with variables and relationships discussed. Finally, "A Perspective on the Future" (Heddens) briefly poses questions concerning the direction of research efforts and provides suggestions for attaining the goals of the Research Council. Three reaction papers are also included. (MNS)

ED 243 703 SE 044 474

Reisner, Elizabeth R. And Others

Projections of Future Shortages of Mathematics and Science Teachers.

Policy Studies Associates, Inc., Washington, DC. Spons Agency—Department of Education, Washington, DC.

Pub Date—Apr 84

Contract—300-82-0248

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Careers, Educational Research, Educational Trends, *Enrollment Trends, *Graduation Requirements, Mathematics Education, *Mathematics Teachers, Science Education, *Science Teachers, Secondary Education, Secondary School Mathematics, Secondary School Science, Teacher Education, Teacher Shortage

Identifiers—Mathematics Education Research, Science Education Research

The author estimates that a minimum of 3600 additional mathematics teachers and 1800 additional science teachers will be needed at the secondary school level over the next several years. Each of the following trends is discussed: (1) increases in high school graduation requirements will increase the need for mathematics and science teachers; (2) declines in high school enrollment will decrease the need for mathematics and science teachers; (3) enrollment in teacher training programs for mathematics and science teaching is likely to decline; and (4) mathematics and science teaching is likely to become less attractive in comparison to other careers. Of these trends, the author believes that the one with the greatest potential impact is the trend toward increasing high school graduation requirements. However, no teacher demand created by this trend will be somewhat offset by decreases in secondary school enrollment. (MNS)

ED 243 704 **SE 044 475**

Suydam, Marilyn N. Ed. Kasten, Margaret L., Ed. Investigations in Mathematics Education. Volume 17, Number 2.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Note—73p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription \$8.00, \$2.75 single copy).

Journal Cit—Investigations in Mathematics Education; v17 n2 Spr 1984

Pub Type—Reports - Research (143) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Addition, Cognitive Style, Computation, Editorials, Educational Games, Educational Research, Enrollment, Fractions, Logical Thinking, Mathematical Vocabulary, *Mathematics Education, *Mathematics Instruction, *Mathematics Materials, Multiplication, *Number Concepts, Periodicals, Problem Solving, Ratios (Mathematics), Sex Differences, Student Attitudes, *Teaching Methods

Identifiers—*Mathematics Education Research

An editorial and abstracts for 12 research reports are contained in this issue. The editorial by Robert E. Reys focuses on the dangers of publishing poor research. The abstracts, each with a critique, concern research on a game for logical reasoning, wait-time and sex differences, vocabulary instruction on ratio and proportion, male-female enrollment across mathematics tracts, multiplication, partitioning, cognitive style, teacher use of materials, counting strategies in addition, attitudes of precalculus college students, question placement in word problems, and preservice teachers' concept of zero. Research studies reported in RIE and CJIE for October through December 1983 are also listed. (MNS)

ED 243 705 **SE 044 476**

Eshun, Benjamin A. Representations of Children's Addition and Subtraction Concepts.

Georgia Univ., Athens. Dept. of Mathematics Education.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Apr 84

Grant—NSF-SED80-16562

Note—112p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Addition, *Computation, Educational Research, Elementary Education, *Elementary School Mathematics, Mathematical Concepts, *Mathematics Instruction, *Number Concepts, *Subtraction

Identifiers—*Mathematics Education Research

The primary objective of this study was to provide an experimental model of children's representations of addition and subtraction concepts viewed as constructed schemes. How children with different counting schemes differ in their addition and subtraction concepts and how the types of problems

children solve correlate with the addition and subtraction concepts were specifically explored. The 3-week study was conducted as a teaching experiment, with children's behavior observed and their mental processes probed in interviews, and in teaching episodes. Eight children in grades 1 and 2 were selected to reflect possible variations in counting, addition, and subtraction schemes. Four representations of addition concepts and six representations of subtraction concepts were found, with one or more specific schemes identified with each representation. The schemes were classified by developmental levels. Children who constructed higher level schemes also solved all kinds of addition and subtraction problems which involved larger numbers. Children's uses of their schemes reflected awareness of the difficulty of a problem and basic understanding of adding and subtracting. (MNS)

ED 243 706 **SE 044 477**

Fu, Lewis Edwards, Henry P.

Mathematics Achievement of English Program and French Immersion Pupils in Grades 3, 6, and 9: A Two-Year Evaluation with Reference to a New System-Based Mathematics Program.

Pub Date—Apr 84

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bilingual Education, Educational Research, Elementary Secondary Education, Evaluation, *Immersion Programs, *Language of Instruction, *Mathematics Achievement, Mathematics Education, *Mathematics Instruction, Program Descriptions, *Second Languages

Identifiers—*Mathematics Education Research

The purpose of the study was to assess the relative mathematics achievement of English-speaking pupils enrolled in grades 3, 6, and 9 in regular English or French immersion programs during the 1981-82 and 1982-83 school years. The data were obtained as part of a 2-year evaluation of a system-based mathematics program developed by an Ontario school board. For grade 3, eight English program and four French immersion classes were selected for each year. For grade 6, the 1981-82 sample consisted of 12 English program classes and the 1982-83 sample consisted of six English program and four French immersion classes. For grade 9, the 1981-82 sample consisted of 12 English program classes, and the 1982-83 sample consisted of 10 English program and two French immersion classes. Most differences between English program and French immersion pupils were small and nonsignificant in grade 3. Results for grades 6 and 9 suggested that the French immersion pupils had comparable or superior mathematics scores than their English program peers. (MNS)

ED 243 707 **SE 044 478**

Ediger, Marlow

Mathematics Education and the Curriculum (A Collection of Essays).

Pub Date—84

Note—37p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Trends, Essays, Learning Activities, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Objectives, *Teaching Methods

This collection of brief essays covers a range of topics pertaining to mathematics education thought by the author to be of relevance. These include thoughts on: philosophy of education, noting diverse schools of thought; goals, noting ways to organize mathematics instruction; process objectives, with a brief list of objectives and comments on evaluation; trends; learning activities; psychology of learning, noting different ways to guide learners; and issues in mathematics education. (MNS)

ED 243 708 **SE 044 479**

Romberg, Thomas A., Ed.

Research Reports from the Fourth and Fifth National Conferences on Diagnostic and Prescriptive Mathematics. 1980 Research Monograph. Revised Third Edition.

Research Council for Diagnostic and Prescriptive Mathematics, Kent, OH.

Pub Date—Mar 81

Note—227p.; Papers presented at the RCDPM Annual Conferences on Diagnostic and Prescriptive

Mathematics (4th, College Park, MD, April 1-2, 1977) and (5th, Scottsdale, AZ, April 1978). For related documents, see SE 044 464-465 and SE 044 473.

Available from—Research Council for Diagnostic and Prescriptive Mathematics, 441 Beryl Drive, Kent, OH 44240.

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Computation, *Diagnostic Teaching, Educational Research, Error Patterns, *Learning Problems, *Mathematics Education, Mathematics Instruction, Number Concepts, *Remedial Mathematics

Identifiers—*Mathematics Education Research

This document contains 15 research papers presented at the Fourth and Fifth Annual Conferences of the Research Council for Diagnostic and Prescriptive Mathematics. The papers are organized into four sections. In part I, four position papers by Romberg, Engelhardt, Ashlock, and Heddens reflect research ideas which underlie the Council. Part II contains papers on diagnostic testing by Capps and Jenkins, Sadowski, Denmark and Mumoz, and Johnson. Analysis of types of errors students make is the focus in part III, with papers by Grady and Hutcherson, Gregory, Bright, and Dockweiler. Part IV includes papers by Wiebe, Scheer, and Hutchings on aspects of prescriptive instruction. (MNS)

ED 243 709 **SE 044 480**

Beattie, Ian D. And Others

Research Reports from the Seventh National Conference on Diagnostic and Prescriptive Mathematics. 1981 Research Monograph.

Research Council for Diagnostic and Prescriptive Mathematics, Kent, OH.

Report No.—ISBN-0-940466-07-4

Pub Date—Mar 82

Note—212p.; Papers presented to the RCDPM Annual Conference on Diagnostic and Prescriptive Mathematics (7th, Vancouver, Canada, April 1980).

Available from—Research Council for Diagnostic and Prescriptive Mathematics, 441 Beryl Drive, Kent, OH 44240.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Algebra, Computation, *Diagnostic Teaching, Educational Research, Error Patterns, *Learning, *Learning Problems, *Mathematics Education, Prediction, Preservice Teacher Education, *Remedial Mathematics

Identifiers—*Mathematics Education Research

This document contains 14 papers selected from those presented at the Seventh Annual Conference of the Research Council for Diagnostic and Prescriptive Mathematics. Categorized as interdisciplinary studies are reports on "Mathematics as an Activity of Our Intelligence" by Skemp and a study on "The Brain Basis of Developing Mathematical Skills: Application to Learning Disabilities" by Kinsbourne. Studies related to young children include one paper on predicting achievement from first-grade interviews by Callahan and Boller and a review of research on young children's interpretation of mathematics pictures by Campbell. Studies of testing and validation include papers by Englehardt, Van Wagenen, and Thomas; McGregor; and Beattie and Harley. Studies on errors and understanding are reported by Rees, Hart, Crawford, DeVincenzo, and Bright and Harvey. Young presents a study on the effects of instruction and field experience with preservice elementary teachers. Finally, Rising discusses "Diagnosis and Prescription for the Research Council on Diagnostic and Prescriptive Mathematics." (MNS)

ED 243 710 **SE 044 481**

Chambers, Donald L., Ed.

Effective Teaching of Mathematics. Bulletin No. 4379.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—Apr 84

Note—61p.; All three chapters are written by Thomas L. Good and Douglas A. Grouws.

Pub Type—Reports - Research (143) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Research, *Elementary School Mathematics, Elementary Secondary Education, Junior High Schools, *Lesson Plans, *Mathematics Instruction, *Problem Solving, Re-

search Utilization, *Teacher Effectiveness, *Teaching Methods
Identifiers—*Mathematics Education Research, Wisconsin

The model of instruction proposed by Good and Grouws as an outcome of their research is the focus of this report prepared for teachers in Wisconsin. In chapter 1, the topic discussed is "Effective Mathematics Teaching in the Elementary Grades." Sections are devoted to key instructional behaviors, development, seatwork, homework, special review/maintenance, mental computation, instructional pace, starting and ending the lesson, and summary and integration. Lesson time tables are included for weeks 1, 2, and 3, and for week 4. Appendices to chapter 1 present specifics on questions, assignments, errors, a letter to parents, and grouping. Chapter 2 focuses on "Effective Mathematics Teaching in Junior High Schools." The final chapter, chapter 3, on "Verbal Problem Solving" discusses problems without numbers, writing verbal problems, estimating the answer, reading verbal problems, and writing an open sentence. (MNS)

ED 243 711 SE 044 482

Smolensky, Paul. Riley, Mary S.

Harmony Theory: Problem Solving, Parallel Cognitive Models, and Thermal Physics.
California Univ., La Jolla. Center for Human Information Processing.

Sponso Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Report No.—ICS-8404; ONR-8403

Pub Date—Apr 84

Contract—N00014-79-C-0323

Note—48p; Also sponsored by a grant from the System Development Foundation

Available from—Requests for reprints should be sent to the authors at Institute for Cognitive Science, C-015; University of California, San Diego; La Jolla, CA 92093.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Computation, Mathematical Models, *Mathematics, *Models, *Problem Solving, Schemata (Cognition), Statistics, Theories

Identifiers—*Harmony Theory

This document consists of three papers. The first, "A Parallel Model of (Sequential) Problem Solving," describes a parallel model designed to solve a class of relatively simple problems from elementary physics and discusses implications for models of problem-solving in general. It is shown that one of the most salient features of problem solving, sequentiality, can emerge naturally within a parallel model that has no explicit knowledge of how to sequence analysis. This model exploits a new type of parallel distributed processing that employs stochastic processors and is based on a formal mapping between parallel computation and thermal physics. The mathematical theory of this type of processing (harmony theory) is discussed in the second and third papers. Titles of these papers are, respectively, "The Mathematical Role of Self-Consistency in Parallel Computation" and "Harmony Theory: Thermal Parallel Models in a Computational Context." The latter paper discusses thermal models which employ stochastic processors and rely on a formal mapping between parallel computation and statistical physics. A special subclass of thermal models (harmony theory) is defined as the implementation-level description of a general mathematical framework for studying cognition. This theory is presented at the computational, algorithmic, and implementation levels. (Author/JN)

ED 243 712 SE 044 484

Murphy, Patricia Schofield, Beta

Science at Age 13. Assessment of Performance Unit. Science Report for Teachers: 3.
Association for Science Education, Cambridge (England).

Report No.—ISBN-0-86357-009-7

Pub Date—84

Note—45p.

Available from—Association for Science Education, College Lane, Hatfield, Hertfordshire, England, AL 10 9AA (1.00 pound each, 3.75 pounds for 5 copies; inclusive of postage and handling).

Pub Type—Reports—Evaluative (142)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Biology, Chemistry, Foreign Countries, National Surveys, Physics, *Process Education, Science Curriculum, Science Education, *Science Experiments,

*Science Instruction, Scientific Concepts, Secondary Education, *Secondary School Science, Sex Differences
Identifiers—*Great Britain

This report presents some of the results of two national surveys which assessed the performance of 13-year-old students in science. It includes an outline of the assessment framework; some of the questions which were written to match it; a description of how well, and how differently, students responded to the questions; and suggests how the information might be used. The 1980 survey involved 448 English schools while the 1981 survey, which included Wales and Northern Ireland, involved a total of 556 schools. Performance of the 13-year-olds as a whole (represented by mean scores) rather than performance of individual students was the focus in each survey. Areas assessed included: use of graphical and symbolic representation; use of apparatus and measuring instruments; making and interpreting observations; interpreting presented information and applying biology, chemistry, and physics concepts; planning parts of and entire investigations; and performing entire investigations. Among the reported results are those indicating that: (1) although differences exist in some areas, performance levels of boys and girls are similar; (2) there appears to be a mismatch between student performance and expectations implicit in science curriculum materials; and (3) estimating quantities and describing relationships appear to be difficult for many students. (JN)

ED 243 713 SE 044 485

Lowe, Norman K., Ed.

New Trends in School Science Equipment.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-92-3-102052-8

Pub Date—83

Note—161p; Based on discussion a held and papers presented at an international meeting on school science equipment (Paris, November 17-21, 1980).

Available from—United Nations Educational, Scientific and Cultural Organization, 7 Place de Fontenay, 75700 Paris.

Pub Type—Reports—Descriptive (141)

Document Not Available from EDRS.

Descriptors—Curriculum Development, *Elementary School Science, Elementary Secondary Education, Equipment Utilization, Foreign Countries, *Material Development, Resource Centers, Science Curriculum, Science Education, *Science Equipment, Science Instruction, *Secondary School Science, *Teacher Education, *Technology

This four-part volume examines trends, problems, and issues related to school science equipment. Part 1 focuses on laboratory work and practical activities in science and technology education, considering equipment and curriculum development, equipment development related to curricula in Brazil, uses of local resources for practical work, elementary technology materials for science curricula, project work and the needs of a technology laboratory, and the development and utilization of equipment for scientific subjects in Hungary. Part 2 examines the development and production of science and technology equipment, discussing the provision of equipment on a national scale, the Regional Centre for Education in Science and Mathematics (Penang), the National Educational Equipment Centre in Pakistan, development of school equipment production in Kenya, production of low-cost equipment in Hong Kong, and science equipment centers in Belgium. Part 3 examines various aspects of teacher training for practical work in science and technology, including the approach of the Australian Science Teacher Education Project, teacher training in Trinidad and Tobago, and the establishment of a laboratory technician training school in Afghanistan. Part 4 reports on information and communication related to school science and technology equipment, examining the need for a clearinghouse and information network. (JN)

ED 243 714 SE 044 486

Lubkin, James L., Ed.

The Teaching of Elementary Problem Solving in Engineering and Related Fields.

American Society for Engineering Education, Washington, D.C.

Pub Date—80

Note—203p.

Available from—American Society for Engineering

Education, One Dupont Circle, Suite 400, Washington, DC 20036 (\$10.00).

Pub Type—Reports—Descriptive (141)—Books (010)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Calculus, Classification, College Mathematics, *College Science, *Engineering, Engineering Education, Higher Education, *Learning Strategies, Mathematics, Mathematics Instruction, Models, *Physics, *Problem Solving, Science Education, *Science Instruction, Skill Development

This monograph presents 13 papers dealing with various aspects of elementary problem solving. They are: (1) "Training for Effective Problem Solving" (Gary A. Davis); (2) "Patterns of Problem Solving—A Campus-Wide Course at UCLA" (Moshe F. Rubinstein, L. Robin Keller, Edward A. Kazmarek); (3) "A Taxonomy of Problem-Solving Activities and Its Implications for Teaching" (H. L. Plants, R. K. Dean, J. T. Sears, W. S. Venable); (4) "What Is the Problem in Teaching Problem Solving?" (Donald R. Woods, Cameron M. Crowe, Terrence W. Hoffman, Joseph D. Wright); (5) "Structure and Process in Problem Solving" (Maynard Fuller, Geza Kardos); (6) "Solving Physics Problems" (J. L. Aubel); (7) "Engineering Student Problem Solving" (Lois B. Greenfield); (8) "A Backward-Reasoning Model of Problem Solving" (D. L. Marples); (9) "Learning Skills as an Overlay in Elementary Calculus" (Jeffrey M. Brown); (10) "Learning Skills" (P. J. Black, Joan Bliss, Barbara Hodgson, Jon Osborn, P. J. Unsworth); (11) "Learner and Instructional Variables Affecting Problem Solving" (Jerry K. Stonewater); (12) "The Representation and Solutions of Problems in Applied Mathematics: An Artificial Approach" (George F. Luger, Alan Bundy, Martha Palmer); and (13) "Problem Solving in Physics or Engineering: Human Information Processing and Some Teaching Suggestions" (F. Reif). (JN)

ED 243 715 SE 044 487

Coles, James S., Ed.

Technological Innovation in the 80's.

American Assembly, New York, N.Y.

Report No.—ISBN-0-13-902115-9

Pub Date—83

Note—202p.

Available from—Prentice-Hall, Inc., General Publishing Division, Special Sales, Englewood Cliffs, NJ 07632 (\$6.95 pbk., \$12.95 cloth, ISBN-0-13-902123-X).

Pub Type—Books (010)—Reports—Descriptive (141)

Document Not Available from EDRS.

Descriptors—Educational Trends, Elementary Secondary Education, *Government Role, Higher Education, *Industry, *Innovation, Mathematics Education, National Security, Public Policy, *School Business Relationship, Science Education, Scientific Literacy, *Technological Literacy, *Technology, Technology Transfer

Identifiers—*Industry Role

This six-chapter book presents background papers used by participants at a meeting designed to examine the prospects for and roadblocks to scientific and technological innovations as the 21st century is approached. They include: (1) "Research Universities and Industrial Innovation in America" (Steven Muller); (2) "The Role of Government in Scientific Innovation" (Donald F. Hornig); (3) "Improving American Innovation: The Role of Industry in Innovation" (Robert A. Froch); (4) "Enhancements and Impediments in the Innovation Process" (Willard Marcy); (5) "The Government-Industry-University Interface: Improving the Innovative Process" (Niels Reimers); and (6) "Current Trends in Mathematics, Science, and Technology Education: Implications for Technological Innovation" (Cecily Cannan Selby). These chapters assess the development of American technology from the importantly useful inventions by 19th century individuals to the extensive research of today's federally sponsored space and nuclear programs, reconcile the upcoming needs of society with economic factors, propose public policies that will promote scientific innovation and hasten its move from research laboratories into practical and commercial use and, by analyzing interrelationships of government, industry, and the university, pinpoint roles that these institutions should play in the process of fostering and marketing technological innovations and widespread scientific and technological literacy. (JN)

ED 243 716

SE 044 489

DeBoer, George E.
Sense of Competence in Science as a Factor in the
Career Decisions of Men and Women.

Pub Date—84
Note—19p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (57th, New Orleans, LA, April 28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Biology, *Career Choice, Chemistry, *College Science, *Competence, Females, Higher Education, *Performance Factors, Science Careers, Science Education, Secondary School Science, *Sex Differences, Student Participation, Success
Identifiers—Science Education Research

This study hypothesized that during high school men and women develop a belief about their competence in science that is based on their participation in certain science courses, their level of performance in those courses, and the effort that they expended. This sense of competence, in turn, affects the science decisions that these students make when they enter colleges, such that students who believe they have ability in science are more likely to choose a science curriculum and pursue a science career than those who do not. Results indicate that although women count very well compared to men in high school biology and chemistry, their participation and performance in science relative to that of men declined after the posttest. Women felt that they had worked harder than men did in high school science courses, and they rated their ability lower, even though actual performance was generally better. Results also show that in a path model linking high school and college level variables, this sense of competence in science was a central variable. It is concluded that women's lower sense of competence in science is an important issue in their reduced participation in science courses and careers. (Author/JN)

ED 243 717

SE 044 491

Train, Russell E.
Corporate Use of Information regarding Natural Resources and Environmental Quality.
World Wildlife Fund, Washington, DC
Spons Agency—Council on Environmental Quality, Washington, DC.

Pub Date—May 84
Note—98p

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Data, Decision Making, *Federal Government, *Industry, *Information Services, *Information Sources, *Information Utilization, *Natural Resources, Questionnaires

Identifiers—*Environmental Quality

This report presents findings and recommendations from a 1-year study which identified corporate needs for resource information (particularly statistical information) and assessed the extent to which these needs are being met by various resource-information services, including those of the federal government. Chapter I discusses 11 types of corporate decisions requiring use of resource information (such as resource acquisition, production capacity, plant siting, research and development, and bank lending). Chapter II discusses the sources corporations rely on for their resource information, describing these sources and rating their relative importance in providing information. Chapter III assesses the performance of public and private organizations which provide such information to U.S. corporations, discussing strengths of their performance and exploring opportunities for improvement in performance as identified during interviews with 229 information users at 45 of America's largest corporations, trade associations, and private information companies, and by a survey of 110 information users (survey questionnaire is provided in an appendix). Chapter IV presents six recommendations for improving the U.S. Government's resource-information systems, including establishing an international resource information clearinghouse and improving the credibility of government natural resource forecasts, and strengthening federal statistical policy management. Ninety-six percent of the 229 participants agreed with these recommendations. (JN)

ED 243 718

SE 044 492

Carbonell, Jaime G. And Others
Towards a General Scientific Reasoning Engine.
Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Report No.—ONR-84-1

Pub Date—17 Nov 83
Contract—N00014-82-C-50767
Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Artificial Intelligence, College Science, *Computer Assisted Instruction, Computer Simulation, Engineering, *Engines, Higher Education, *Models, Natural Sciences, *Physics, *Problem Solving, Science Education, Science Instruction, Scientific Principles

Identifiers—*Expert Systems, *Inferences

Expert reasoning in the natural sciences appears to make extensive use of a relatively small number of general principles and reasoning strategies, each associated with a larger number of more specific inference patterns. Using a dual declarative hierarchy to represent strategic and factual knowledge, a framework for a robust scientific reasoning engine is analyzed. It is argued that such an engine could provide: (1) the ability to reason from basic principles in the absence of directly applicable specific information; (2) principled knowledge acquisition by using existing general patterns to structure new information; and (3) congenial explanation and instruction in terms of general and familiar patterns of inference. Whereas the reasoning system discussed is yet to be built, it is believed that the analysis and design presented suggest a powerful new framework for building reasoning engines. In addition to its intrinsic artificial intelligence interest, this work is relevant to questions central to philosophy of science, to psychology, and to education. For example, can students be helped to learn science by explicit teaching of general inference patterns? A general reasoning system could support explanatory intelligent computer-assisted-instruction systematically acquainting students with powerful re-usable patterns of inference. (Author/JN)

ED 243 719

SE 044 493

Marshall, Sandra P.
Sex Differences in Solving Story Problems: A
Study of Strategies and Cognitive Processes.

Final Report.
California Univ., Santa Barbara. Dept. of Psychology.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 82
Grant—NIE-G-80-0095
Note—111p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Computation, *Elementary School Mathematics, *Grade 6, Individual Differences, Intermediate Grades, Interviews, *Mathematics Achievement, Mathematics Education, Performance Factors, *Problem Solving, *Sex Differences

Identifiers—*Error Analysis (Mathematics), *Mathematics Education Research, Story Problems (Mathematics)

A 2-year study of mathematics performance of sixth-grade students was conducted to: (1) determine the extent to which previously reported sex differences in California data exist and influence student response; (2) examine the predominant successful and unsuccessful strategies used by sixth-grade students in solving story problems; (3) discover to what extent boys and girls use different strategies in solving story problems; and (4) determine whether there are underlying cognitive differences in typical strategies of boys and girls and to identify these differences if they exist. Particular emphasis was given to analysis and classification of errors made by students solving a variety of mathematical items. The research consisted of analyzing responses from all sixth-grade students on previously existing data and analyzing children's (N=93) problem-solving behaviors obtained from individual interviews. Among the results reported are those indicating that girls were more likely to make errors leading to illogical responses and errors resulting from guessing strategies and that girls performed better on computation and worse than boys on story problems. Appendices include items used

in interviews; children's responses to these items; and manuscripts, prepared for journal or book publication, which contain more technical detail about the research. (JN)

ED 243 720

SE 044 494

Gardner, Anne, Ed.
Sanitary Survey Training. The Need-to-Know Material. Instructor's Technical Manual.

Dynamac Corporation, Rockville, MD.
Spons Agency—Environmental Protection Agency, Washington, DC. Office of Drinking Water.

Pub Date—Oct 83

Contract—68-03-3130

Note—393p; For student's text see SE 044 495.
Available from—EPA Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$1.00 plus \$0.06 per page).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Drinking Water, Environmental Standards, Postsecondary Education, Public Health, Public Relations, Safety, *Storage, Surveys, *Training Methods, Training Objectives, *Water Quality, *Water Resources, *Water Treatment

Identifiers—Pumps, *Sanitary Surveys, *Water Distribution

This manual, developed as an aid to state agencies who provide instruction to inspectors of water systems, is based on the minimum information that an inspector with limited experience needs to know to successfully assess a public water system. The manual is designed for use by individuals who are experts in the field of water systems and sanitary surveys, but who may not be experienced in instructional techniques. The manual (which includes basic text material, audiovisuals, and evaluation exercises as well as detailed instructions for presenting the material and managing sanitary training activities) is divided into 13 units of varying length. Unit topics focus on water regulations, water sources (general, wells, springs, and surface sources), pumps, water treatment, storage (gravity storage and hydropneumatic tanks), water distribution (distribution systems and cross-connections), monitoring and recordkeeping, management and safety, surveys, communications and public relations, and technical assistance; an orientation unit and concluding information are provided in separate units. Each unit includes a summary, objectives, basic material (in outline format), instructional strategies, unit emphasis, student preparation, and pre-/post-tests. The outline approach used provides instructors with maximum flexibility in adapting the material to specific situations encountered during the conduct of a sanitary survey within a particular state. (JN)

ED 243 721

SE 044 495

Gardner, Anne, Ed.
Sanitary Survey Training. The Need-to-Know Material. Student's Text.

Dynamac Corporation, Rockville, MD.
Spons Agency—Environmental Protection Agency, Washington, DC. Office of Drinking Water.

Pub Date—Oct 83

Contract—68-03-3130

Note—191p; For instructor's manual see SE 044 494.

Available from—EPA Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$1.00 plus \$0.06 per page).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Drinking Water, Environmental Standards, Postsecondary Education, Public Health, Public Relations, Safety, *Storage, Surveys, *Training Methods, *Water Quality, *Water Resources, *Water Treatment

Identifiers—Pumps, *Sanitary Surveys, *Water Distribution

A sanitary survey is an onsite inspection of a public water system by competent personnel who use a standard form, procedure, and method to survey the effectiveness and maintenance of the system and to determine its ability to provide continuously safe water to the consuming public. This text, developed as an aid to providing instruction on how to conduct a sanitary survey, covers basic questions (and their rationale and importance) that an inspector must ask to determine the adequacy of a water supply system. Major topic areas addressed include: (1) water regulations; (2) water sources (general, wells, springs, and surface sources); (3) pumps; (4) water

treatment; (5) storage (gravity storage and hydro-pneumatic tanks); (6) water distribution (distribution systems and cross-connections); (7) monitoring and recordkeeping; (8) management and safety; (9) surveys; (10) communications and public relations; and (11) technical assistance. Because the text is based on what an inspector "needs to know," in-depth technical background of each component of a water system is provided. A listing of suggested references is provided should additional information be needed. (JN)

ED 243 722 SE 044 496

Carroll, Walter B. Carroll, Carolyn H.
A Guide to Field Trip Sites in Coastal North Carolina. Project CAPE Teaching Module SC3a. Dare County Board of Education, Manteo, N.C. Pub Date—Aug 82

Note—58p.; For related documents, see ED 211 358, ED 211 365, ED 211 389, ED 216 906 and SE 044 497-501.

Available from—Project CAPE/Dare County Board of Education, P.O. Box 640, Manteo, NC 27954 (\$2.50).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Botany, *Ecology, *Elementary School Science, *Field Trips, Intermediate Grades, Marine Biology, *Marine Education, Secondary Education, *Secondary School Science, Trees, Wildlife

Identifiers—*Coastal Zones, *North Carolina

This guide provides information on preparing students in grades 4-10 for field trips and describes possible field trip sites in the northeastern, mid-eastern, and southeastern regions of North Carolina. Selected sites in the northeastern region (from Roanoke Island to Ocracoke) include the Dare County line and Cape Hatteras National Seashore. Selected sites in the mid-eastern region (between the Pamlico River and the New River Inlet) include the Marine Resources Center, Fort Macon State Park, Croatan National Forest, and Cape Lookout National Seashore. Selected sites in the southeastern region (from the mouth of the Cape Fear River, north to the New River Inlet) include Fort Fisher Ferry Landing and Carolina Beach State Park. Also provided is information on parks and services and (in an appendix): (1) a map indicating natural resources interpretive facilities; (2) cross-section diagrams of northeastern and southern North Carolina coasts; and (3) lists of vegetation found in such coastal habitats and ecosystems as dunes, maritime shrub thickets, maritime forests, salt marshes, freshwater coastal marshes, and cypress swamps. (JN)

ED 243 723 SE 044 497

Platanio, Phil Hought, Debbie
Early Maritime Cultures of North Carolina. Project CAPE Teaching Module 5-6c. Dare County Board of Education, Manteo, N.C. Pub Date—Apr 83

Note—84p.; For related documents, see ED 211 358, ED 211 365, ED 211 389, ED 216 906, and SE 044 496-501. Supplementary materials have been added to the end of the document.

Available from—Project CAPE/Dare County Board of Education, P.O. Box 640, Manteo, NC 27954 (\$3.50).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Archaeology, *Colonial History (United States), *Folk Culture, Handicrafts, *Industry, Interdisciplinary Approach, Intermediate Grades, *Learning Activities, *Marine Education, Maritime Education, Resource Units, *Water Resources

Identifiers—*North Carolina

Nine lessons are provided in this interdisciplinary unit which examines how the early maritime cultures have affected the lifestyles of today. The unit is designed to supplement fifth and sixth grade social studies, art, science, language arts, mathematics, music, and reading curricula. Each lesson includes lessons concepts, competency goals, objectives, materials, list of vocabulary words, background information, teacher preparation, and activities. Activities are designed to foster development of manipulative, communicative, measurement, creative, inquiry, and organizational skills to enable students to develop a better understanding of how water influences history and human culture. Topic areas explored in the lessons are: (1) Algonkian history and culture; (2) early English settlers;

(3) hardships of settlers' lives; (4) colonial industries (ships and ship building); (5) colonial industries (naval stores); (6) colonial crafts; (7) colonial folklore; (8) folk music; and (9) archaeological digs. A packet of materials to be duplicated for student use is included. (JN)

ED 243 724 SE 044 498

Kelly, Francene Phelan, Laura
Water World Creatures. Project CAPE Teaching Module K-2a. Dare County Board of Education, Manteo, N.C. Pub Date—Jun 82

Note—223p.; For related documents, see ED 211 358, ED 211 365, ED 211 389, ED 216 906, and SE 044 496-501. Supplementary materials have been added to the end of the document.

Available from—Project CAPE/Dare County Board of Education, P.O. Box 640, Manteo, NC 27954 (\$4.75).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Animals, Art Activities, Elementary School Mathematics, *Elementary School Science, *Interdisciplinary Approach, Language Arts, *Learning Activities, *Marine Biology, *Marine Education, Music, Primary Education, Resource Units, Science Activities, Zoology

Identifiers—North Carolina

Twenty-four interdisciplinary lessons on marine vertebrates (fishes, seahorses, whales, dolphins, sea turtles, and birds) are provided in this unit designed for students in kindergarten and in grades 1 and 2. These lessons are divided into four sections, each centered around a specific reading book. Each lesson includes lesson concept, competency goals, objectives, materials needed, background information, teacher preparation, and activities. Activities are designed to foster development of manipulative, communicative, inquiry, creative, organizational, and measurement skills to enable students to understand that water provides habitats and protection for living organisms and that aquatic organisms are adapted to their environment in different ways. A packet of materials to be duplicated and four supplementary reading books are included. These books are: (1) "Longfin"; (2) "The Lighthouse Party"; (3) "Cecil's Journey"; and (4) "The Riddle Coloring Book." Material in this unit may be incorporated into science, language arts, mathematics, art, and music lessons. (JN)

ED 243 725 SE 044 499

Gray, Carmen P. Forrest, Diane W.
A Sea Creature Treasury. Project CAPE Teaching Module K-2b. Dare County Board of Education, Manteo, N.C. Pub Date—May 82

Note—136p.; For related documents, see ED 211 358, ED 211 365, ED 211 389, ED 216 906, and SE 044 496-501. Supplementary materials have been added to the end of the document.

Available from—Project CAPE/Dare County Board of Education, P.O. Box 640, Manteo, NC 27954 (\$3.50).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Animals, Art Activities, Elementary School Mathematics, *Elementary School Science, *Interdisciplinary Approach, Language Arts, *Learning Activities, *Marine Biology, *Marine Education, Music, Primary Education, Resource Units, Science Activities

Identifiers—North Carolina

Fifteen interdisciplinary lessons on marine invertebrates (mollusks, echinoderms, and jellyfish) are provided in this unit designed for students in kindergarten and in grades 1 and 2. Each lesson includes lesson concept, competency goals, objectives, materials needed, background information, teacher preparation, and activities suitable for use in science, mathematics, language arts, reading, art, and music classes. Activities are designed to foster development of inquiry, manipulative, organizational, creative, measurement, and communicative skills while students learn about specific animals (starfish, clams, oysters, scallops, sand dollars, and jellyfish) and: (1) that aquatic organisms are adapted to their environment in different ways; (2) that water provides habitats and protection for living organisms; and (3) that water provides a source of food, raw materials, and energy for human consumption. A packet of materials to be duplicated for student use is included. (JN)

ED 243 726 SE 044 500

Gray, R. Wayne Martin, William T.
Wanchese Harbor-Community Development. Project CAPE Teaching Module SOC. Dare County Board of Education, Manteo, N.C. Pub Date—Mar 82

Note—106p.; For related documents, see ED 211 358, ED 211 365, ED 211 389, ED 216 906, and SE 044 496-501. Supplementary materials have been added to the end of the document. Filmstrip mentioned in document is not included; see availability field for obtaining.

Available from—Project CAPE/Dare County Board of Education, P.O. Box 640, Manteo, NC 27954 (\$3.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Community Development, Conservation (Environment), *Food, Grade 7, *Industry, Interdisciplinary Approach, Junior High Schools, Learning Activities, *Marine Education, Pollution, Recreation, Resource Units, *Transportation, *Water Resources

Identifiers—Endangered Species, Environmental Impact Reports, *North Carolina

North Carolina and Dare County, with assistance from the federal government, are developing a seafood industrial park at Wanchese, a small residential community. The purposes of this park are to develop a major commercial seafood handling, processing, and distribution port in North Carolina; and to provide a home port with support facilities for a commercial fishing fleet. Whenever a large industry moves into a small community, a disruptive process occurs, with both adverse and beneficial tradeoffs. Issues and topics related to the development of the park form the focus of the nine interdisciplinary lessons in this unit. Each lesson includes key concepts, competency goals, objectives, materials needed, background information, teacher preparation, questions for students, and activities for use in language arts, social studies, art, and science classes. Topic areas explored in the lessons include: (1) location and general description of the park; (2) planning transportation; (3) environmental impacts; (4) air and water pollution; (5) retail and wholesale marketing; (6) seafood industry; (7) marine careers; (8) planning for recreational demands; and (9) community planning and the environment. Text for a filmstrip presentation and packet of materials to be duplicated for student use are included. (JN)

ED 243 727 SE 044 501

Hampton, Carolyn H. Weston, Toni
Marine Organisms in the Classroom. Project CAPE Teaching Module SC1. Dare County Board of Education, Manteo, N.C. Pub Date—Aug 82

Note—85p.; For related documents, see ED 211 358, ED 211 365, ED 211 389, ED 216 906, and SE 044 496-501. Supplementary materials have been added to the end of the document. The journal article in the supplementary material, "Care and Maintenance," is copyrighted; however it has been entered into CUE. EJ 232 951, Science and Children, v8 n2 Oct 1980.

Available from—Project CAPE/Dare County Board of Education, P.O. Box 640, Manteo, NC 27954 (\$3.50).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Animals, *Biology, Grade 7, Junior High Schools, *Marine Biology, *Marine Education, *Science Activities, Science Experiments, *Secondary School Science

Identifiers—*Aquariums, North Carolina

Nine lessons which involve the use of marine organisms in the classroom are presented in this seventh-grade biology unit. The unit offers instructors alternative ways of meeting common life science goals. It is not meant to be an extra curriculum added to the normal course load, but was developed to consolidate a group of activities designed for the study of marine organisms in a classroom situation. Each lesson includes lesson concept, competency goals, objectives, list of vocabulary words, materials needed, background information, student and teacher preparation, and a set of humane activities to help reach the desired goals. These activities examine such areas as dependence of organisms on non-living environmental factors, characteristics of brine shrimp, behavior of fiddler crabs, and the identification of the incurrent and excurrent siphons of

a coquina clam. Introductory material includes: (1) information on setting up salt water aquaria; (2) feeding schedule for marine animals; (3) information on holding tanks; (4) list of supply houses for aquaria apparatus and marine organisms; (5) code of practice on animals in schools; and (5) methods for collecting marine organisms. Materials to be duplicated for student use are included. (JN)

ED 243 728 SE 044 502

Chang, Lawrence A. And Others

Handbook for Spoken Mathematics: (Larry's Speakeasy).

California Univ., Livermore. Lawrence Livermore Lab.

Spons Agency—Department of Energy, Washington, D.C.

Report No.—UCAR-10101

Pub Date—83

Contract—W-7405-Eng-48

Note—63p.

Available from—University of California, Lawrence Livermore National Laboratory, P.O. Box 808, Livermore, CA 94550 (copies available free of charge).

Pub Type—Reference Materials - Vocabulary/Classifications (134)

Document Not Available from EDRS.

Descriptors—*Communication Skills, Language Classification, Language Proficiency, Language Standardization, *Mathematical Vocabulary, *Mathematics Education, *Symbols (Mathematics)

This handbook is directed toward those who have to deal with spoken mathematics, yet have insufficient background to know the correct verbal expression for the written symbolic one. It compiles consistent and well-defined ways of uttering mathematical expressions so listeners will receive clear, unambiguous, and well-pronounced representations. Section I provides an introduction, including comments on how to use the handbook. In section II the various types of alphabets used in mathematics are listed. Section III lists the basic symbols used in mathematics, along with their verbalizations. Sections IV-XI list the expressions used in some of the more common branches of mathematics, along with their verbalizations; algebra, trigonometric and hyperbolic expressions, logic and set theory, elementary and analytic geometry, statistics and mathematics of finance, calculus and analysis, linear algebra, and topology and abstract spaces are included. Section XII contains some suggestions on how to and how not to describe diagrams and graphs. (MNS)

SO

ED 243 729 SO 014 736

Daugherty, Mary Lee. Comp. Hendricks, Susan, Ed.

The Women's Yellow Pages: Original Sourcebook for Women. West Virginia Edition.

Morris Harvey Coll. of Arts and Sciences, Charleston, WV.

Spons Agency—ACTION, Washington, D.C.

Report No.—ISBN-0-918556-02-3

Pub Date—79

Note—355p.; Photographs may not reproduce clearly in paper copy or microfiche. A Public Works Publication by the Public Works, Inc.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Alcoholism, Birth, Childhood Needs, *Community Services, Consumer Education, Contraception, Credit (Finance), Divorce, Educational Resources, Employment, *Females, Feminism, Financial Services, High School Equivalency Programs, *Individual Needs, Investment, Laws, Marriage, Nutrition, Political Issues, Pregnancy, *Resource Materials, Services, Sex Discrimination, Sexual Abuse, *State Programs, Taxes, Therapy, Unions, Womens Education, Womens Studies

Identifiers—Fraud, *West Virginia

Articles and resources of interest to West Virginia women are presented in this 10-part sourcebook. Part 1 focuses on work and includes articles describing the state job outlook, job hunting, sex discrimination, and union organization. Part 2, on learning, covers college and high school equivalency programs, financial aid, and women's studies. Part 3, on nutrition, contains readings on West Virginia diet,

nutrition resources, food hazards, and the nutritional needs for different age groups. Health issues are addressed in parts 4 and 5. Topics covered are doctors, patients' rights, therapy, alcoholism, female diseases, birth control, pregnancy, and childbirth. Listings of community health, health advocacy, and mental health resources are provided. Readings in parts 6 and 7 concern children's health and education. Part 8, consumer awareness, contains articles on fraud, credit, wills, taxes, and savings. Part 9, the law, examines marriage, divorce, and sexual assault and lists resources for dealing with these issues. A final section focuses on politics. An evaluation form and index conclude the volume. (LP)

ED 243 730 SO 015 474

Schoenberg, Arthur Stichter, Kenneth

Economics and American Government: Senior Economic and Political Survival Project.

Fullerton Union High School District, Calif.

Pub Date—84

Note—59p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Budgeting, *Consumer Economics, *Daily Living Skills, *Economics Education, Grade 12, High Schools, Home Economics, Instructional Materials, Investment, Learning Activities, Money Management, Program Descriptions, Simulation, Social Studies

Identifiers—PF Project

A major assignment for twelfth grade social science students at a California high school deals with the basic components of survival on one's own. Students must simulate moving out of their parents' home, finding a job, making major household and transportation purchases, buying on credit, investing money, buying insurance, and getting involved in other activities related to economic survival. Students accomplish these tasks by completing a series of biweekly budgets. An element of unexpected occurrences is brought into the simulation through "fate cards" which describe situations such as sickness, taxes, or a mother-in-law moving in. The entire project is enhanced by class businesses such as a class bank and investment brokers. Complete directions and some of the necessary handouts for conducting this simulation are included. (LP)

ED 243 731 SO 015 476

Nelson, Dottie, Comp. Ryther, Sherry, Comp.

Animal Activities: A Handbook of Humane Education Ideas, Resources and Materials for Elementary School Teachers. First Edition.

Addison County Humane Society, Inc., Middlebury, VT.

Pub Date—80

Note—38p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Animals, *Child Responsibility, Class Activities, Educational Games, Elementary Education, Experiential Learning, Learning Activities, Resource Materials, *Wildlife

Identifiers—Animal Welfare, *Humane Education, *Pets, PF Project

The information and activities in this handbook are designed to help children focus on the special needs that animals (wild and domestic) have and what children can do to help meet these needs. The following are included: (1) activities and games on the care of domestic animals; (2) instructions for making a book which shows the similarities between people and animals; (3) activities which encourage an appreciation of wild creatures while discouraging their use as household pets; (4) sources to contact for classroom visits and talks on animal care; (5) places the class can visit to learn about animal care; (6) six groups and clubs for children, which feature animal-related education programs and activities; (7) places to write for animal care material; (8) instructions and materials for a mathematics game using "animal math cards"; (9) a list of 27 books and magazines useful for teaching units on humane education; (10) nine true-false game cards which focus on pet care; and (11) 12 cards which provide pet care information. (JW)

ED 243 732 SO 015 519

St John, Jacqueline Keller, Jane

Student Perceptions of Post Civil War Presidents, 1865-1981.

Pub Date—84

Note—36p.; Paper presented at the Annual Missouri Valley History Conference (27th, Omaha, NE, March 10, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Research, Foreign Policy, Higher Education, Intelligence, *Knowledge Level, Leadership, *Presidents, *Student Attitudes, Student Reaction, *United States History, *Writing Evaluation

Identifiers—Kennedy (John F), Nixon (Richard M), Roosevelt (Theodore), Truman (Harry S)

Project aims were to learn what college freshmen knew of the late 19th and 20th century presidents and to determine the students' writing level. During the first class of each of five semesters, students enrolled in an American History Since 1865 course were asked to write one paragraph about any president in the time period 1865-1981. Due to time constraints, the report contains summaries of student evaluations of four presidents only: Richard M. Nixon (the most written about president in the study); John F. Kennedy (ranked second in student selection); Harry S. Truman (included to achieve political balance—two Democrats and two Republicans); and Theodore Roosevelt (included because he is not in the students' immediate historical tradition). Students believe that Nixon's foreign policy achievements will ultimately overshadow his participation in Watergate and that historians will finally judge him as a great president. Kennedy is viewed as a hero and an outstanding leader. Truman is known for his honesty and decision making. Roosevelt is viewed as a forceful leader in foreign and domestic affairs. If the papers were graded on the quality of written English, as a whole they would receive a grade of C- to D+. (RM)

ED 243 733 SO 015 523

Kennedy, Kerry J.

Some Evaluative Comments Based on a Review of the Curriculum Development Processes Operating in the Stanford Program on International and Cross Cultural Education. [and] A Review of the Curriculum Development Processes Operating in the Stanford Program on International and Cross-Cultural Education.

Stanford Univ., Calif. Center for Research in International Studies.

Pub Date—83

Note—34p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adoption (Ideas), *Cross Cultural Training, *Curriculum Development, Diffusion (Communication), Educational Innovation, *Educational Needs, Field Tests, Formative Evaluation, *Global Approach, *Information Dissemination, *Material Development, Needs Assessment, Program Descriptions, Program Evaluation, Research Needs, Secondary Education

Identifiers—SPICE

The processes of instructional materials development and dissemination used in four Stanford Program on International and Cross Cultural Education (SPICE) projects dealing with Latin America, Africa, China, and Japan are described, and evaluative comments based on a review of the curriculum development process are made. The major purpose of the projects is to bring a global dimension to secondary level teaching. The process includes selection of content, unit development, internal and external review, revision based on feedback, and the completed unit production. Dissemination strategies include conference presentations, inservice education, general advisory services, and inter-organizational cooperation. Recommendations for improvement of the projects are: (1) setting priorities for the amount of time spent on project activities, (2) investigating the effect of more group planning during the development process, (3) understanding that formative evaluation data are of limited value as a means of ensuring that the product has overcome problems associated with actual use, and (4) identifying effective methods of dissemination and implementation. (RM)

ED 243 734 SO 015 526

Verduin-Muller, Henriette

About the Identity of Informational Geography for Formal, Non-Formal, and Informal Educational Purposes.

Pub Date—83

Note—11p.; Paper presented at the National Council for Geographic Education Conference (78th, October 23-28, 1983, Ocho Rios, Jamaica).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Communication Skills, Comparative Education, Continuing Education, Decision Making, *Educational Needs, Educational Practices, Foreign Countries, *Geography Instruction, Higher Education, *Human Geography, *Information Dissemination, Land Use, Models, Nonformal Education, Physical Geography, Problem Solving, Program Development, Relevance (Education), Research Needs, *Research Utilization

In a shrinking world where there is limited space, materials, and capital for men's basic needs, it is important to make well considered use of the physical and human geographical setting. To obtain from the geographical setting the information needed to attain adequate decision making, empirical research is needed, and through formal, non-formal, and informal education, people need to be informed about the research output. In supplying the information, geographers must distinguish between two types of informational geography: the scientific orientation—geographical research is published for its own sake; and the man/society orientation—research output is used as a source of information for problem solving. The responsibility for geographical informing must be that of educated academic geographers, who must prepare themselves by taking courses in the communication sciences and developing a theory and a method to design geographical information. At the University of Utrecht (Netherlands) such a program is underway. Geography students there have developed a model for planning and designing information for man/society oriented geography. The model is presented. (RM)

ED 243 735 SO 015 536

Soeik, Nabil Ahmed Amer

Education for National Development in Asia: Priorities in Teacher Education. A Comparative Analysis

Pub Date—84

Note—24p.; Paper presented at the International Symposium on Asian Studies (6th, Hong Kong, July 1984)

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Curriculum Development, *Developing Nations, Educational Change, Educational Improvement, Educational Needs, Foreign Countries, Higher Education, Modernization, Preservice Teacher Education, Professional Training, Skill Development, Social Change, *Teacher Education, *Teacher Education Programs, Teacher Improvement

Identifiers—*Asia

The educational systems in Asian countries must undergo considerable change if these countries are to deal successfully with the pressures of modernization and foster sustained national development. At the crux of this change must be a reassessment and renovation of teacher education. The first priority must be self-evaluation. Three areas require immediate attention: teaching methods, theory of education, and the role of both the teacher and the teacher's college in the educational process. Specifically, teacher education programs should be revised to include courses which would foster new professional skills, a broader knowledge base, new attitudes, a deeper commitment to education, and recognition of teaching as a human service activity. (LP)

ED 243 736 SO 015 542

Kobus, Doni Kwolek

A Conceptualization of Educational Theory Relevant to a Community-Based Global Education Approach

Pub Date—May 83

Note—56p.; Paper presented at the Working Conference on Using the Local Community in Global Education (Columbus, OH, May 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Community Study, Concept Formation, Concept Teaching, *Curriculum Development, Developmental Stages, Ecological Factors, Educational Objectives, *Educational Theories,

Elementary Secondary Education, Experiential Learning, *Global Approach, Learning Theories, Models, *Relevance (Education), *Research Utilization

The community-based approach to global education has the greatest potential for involving students in experiential learning that will involve the total nature of the child—cognitive, affective, and psychomotor. This approach also has the greatest potential to help students achieve the educational objectives based on the Tyler-Taba rationale of the ecological relationship between the learner, society, and subject matter. Using the community as a source of educational objectives was recommended by several major educational reports in the 1970's, based on the theory of meaningful learning. Key assumptions derived from these reports include the following. The curriculum should be activity-oriented and teach concepts generic to the field. Basic concepts can be operationalized as process concepts, e.g., "cooperating" in cooperative learning strategies, "perspective-taking" through the use of cooperative classroom goal structures. Concepts can be analyzed to determine the characteristics at the four successive levels of concept learning according to Klausmeier's model. These characteristics can then be matched to curricular activities to develop a teaching/learning hierarchical model. (RM)

ED 243 737 SO 015 546

Kindergarten. History-Social Science: A Brief Curriculum Guide.

Kern County Superintendent of Schools, Bakersfield, Calif.

Pub Date—82

Note—21p.; Excerpted from "History-Social Science Curriculum Guide K-6." For related documents, see SO 015 547-552. The resource list may not reproduce clearly.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, Career Awareness, Conflict Resolution, Cooperation, Curriculum Development, Curriculum Guides, Dance, Democratic Values, History Instruction, Kindergarten, Learning Activities, Listening Skills, Map Skills, Media Selection, Music Activities, Perceptual Development, Primary Education, Resource Materials, *Self Concept, Self Esteem, Sensory Training, Sequential Approach, Skill Development, Social Sciences, *Social Studies

Identifiers—California, Holidays, Rule Learning

This handbook outlines the kindergarten course entitled "Myself and Others in My World." A statement of the California philosophy of history-social science education precedes the handbook's three sections. The first two sections present major goals of the program, an overview of social studies content for grades K-6, and a chart of areas of study for grades K-12. Section 3 describes the topics, concepts, skills, learning activities, and media resources for the kindergarten course. Topics covered include self-concept, personal needs, self-awareness, the five senses, map skills, rules, listening skills, cooperation, conflict, jobs, songs and dances, and special occasions. Appendices contain California education codes concerning history and social science instruction and the observance of special events. (LP)

ED 243 738 SO 015 547

First Grade. History-Social Science: A Brief Curriculum Guide.

Kern County Superintendent of Schools, Bakersfield, Calif.

Pub Date—82

Note—20p.; Excerpted from "History-Social Science Curriculum Guide K-6." For related documents, see SO 015 546-552. The resource list may not reproduce clearly.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, Communication (Thought Transfer), Concept Teaching, Conflict Resolution, Cooperation, Curriculum Development, Curriculum Guides, Democratic Values, *Family (Sociological Unit), *Family School Relationship, Grade 1, History Instruction, *Interpersonal Relationship, Learning Activities, Primary Education, Resource Materials, Role Perception, Safety Education, School Involvement, Self Concept, Sequential Approach, Skill Development, Social Cognition, Social Sciences, *Social Studies, *Student School Relationship, Time

Identifiers—California, Holidays, Rule Learning

This handbook outlines the grade 1 course entitled "People at Home and at School." A statement of the California philosophy of history-social studies education precedes the handbook's three sections.

The first two sections present major goals of the overall program, an overview of social studies content for grades K-6, and a chart of content areas for grades K-12. Section 3 describes the topics, concepts, skills, learning activities, and media resources for the first grade level. Topics covered include individual development, safety, time concepts, family, social roles, rules, the relationship of home to school, school and family needs, cooperation, conflict, and communication. Two appendices contain California education codes concerning history and social science instruction and the observance of special events. A list of media resources is also included. (LP)

ED 243 739 SO 015 548

Second Grade. History-Social Science: A Brief Curriculum Guide.

Kern County Superintendent of Schools, Bakersfield, Calif.

Pub Date—82

Note—20p.; Excerpted from "History-Social Science Curriculum Guide K-6." For related documents, see SO 015 546-552. The resource list may not reproduce clearly.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aesthetic Education, Art Appreciation, Behavioral Objectives, Communication (Thought Transfer), Concept Teaching, Conflict Resolution, Cooperation, Critical Thinking, Curriculum Development, Decision Making, Democratic Values, Ethnic Groups, Grade 2, *Group Experience, Group Membership, History Instruction, Learning Activities, Primary Education, Resource Materials, Role Perception, Sequential Approach, Skill Development, Social Cognition, Social Responsibility, Social Sciences, *Social Studies

Identifiers—California, Rule Learning

This handbook outlines the grade 2 course entitled "People as Members of Groups." A statement of California philosophy of history-social studies education precedes the handbook's three sections. The first two sections present major goals of the overall program, an overview of social studies content for grades K-6, and a chart of content areas for grades K-12. Section 3 describes the topics, concepts, skills, learning activities, and media resources for the first grade level. Topics covered include group characteristics, group identity, American ethnic groups, group roles, resource use, rules and responsibilities, communication, problem solving, decision making, conflict, cooperation, group changes, and group artistic traditions. Appendices contain California education codes concerning history and social science instruction and the observance of special events. (LP)

ED 243 740 SO 015 549

Third Grade. History-Social Science: A Brief Curriculum Guide.

Kern County Superintendent of Schools, Bakersfield, Calif.

Pub Date—82

Note—21p.; Excerpted from "History-Social Science Curriculum Guide K-6." For related documents, see SO 015 546-552. The resource list may not reproduce clearly.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, Communication (Thought Transfer), *Community Study, Concept Teaching, Conflict Resolution, Cooperation, Cultural Differences, Curriculum Development, Curriculum Guides, Democratic Values, Grade 3, Group Dynamics, Group Membership, History Instruction, Learning Activities, Local Government, Local History, Primary Education, Resource Materials, Sequential Approach, Skill Development, Social Sciences, *Social Studies

Identifiers—California

This handbook outlines the grade 3 course entitled "People as Members of Communities." A statement of the California philosophy of history-social studies education precedes the handbook's three sections. The first two sections present major goals of the overall program, an overview of social studies content for grades K-6, and a chart of content areas for grades K-12. Section 3 describes the topics, concepts, skills, learning activities, and media resources for the third grade level. Topics covered include

local government, local history, community study, community groups, cultural diversity, group membership, cooperation, conflict, communication, and quality of life. Appendices contain California education codes concerning history and social science instruction and the observance of special events. (LP)

ED 243 741 SO 015 550
Fourth Grade. History-Social Science: A Brief Curriculum Guide.

Kern County Superintendent of Schools, Bakersfield, Calif.
Pub Date—82

Note—23p.; Excerpted from "History-Social Science Curriculum Guide K-6." For related documents, see SO 015 546-552. The resource list may not reproduce clearly.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, Concept Teaching, Curriculum Development, Curriculum Guides, Democratic Values, Ethnic Groups, Federal State Relationship, Futures (of Society), Geographic Concepts, Geography Instruction, Grade 4, History Instruction, Intermediate Grades, Leaders, Learning Activities, Resource Materials, Sequential Approach, Skill Development, Social Sciences, *Social Studies, *State Government, *State History

Identifiers—*California

This handbook outlines the grade 4 course entitled "People of a Region: California." A statement of the California philosophy of history-social studies education precedes the handbook's three sections. The first two sections present major goals of the overall program, an overview of social studies content for grades K-6, and a chart of content areas for grades K-12. Section 3 describes the topics, concepts, skills, learning activities, and media resources for the fourth grade level. Topics covered include community-state relationships, peoples of California, California geography, state history, state leaders, state government, California's place in the United States and the world, and the future. Appendices contain California education codes concerning history and social science instruction and the observance of special events. (LP)

ED 243 742 SO 015 551
Fifth Grade. History-Social Science: A Brief Curriculum Guide.

Kern County Superintendent of Schools, Bakersfield, Calif.
Pub Date—82

Note—25p.; Excerpted from "History-Social Science Curriculum Guide K-6." For related documents, see SO 015 546-552. The resource list may not reproduce clearly.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indians, Behavioral Objectives, Colonial History (United States), Concept Teaching, Curriculum Development, Curriculum Guides, Democratic Values, Federal State Relationship, Geography, Grade 5, History Instruction, Intermediate Grades, Leaders, Learning Activities, Resource Materials, Revolutionary War (United States), Sequential Approach, Skill Development, Social Sciences, *Social Studies, *United States History

Identifiers—*California, Pioneer Life

This handbook outlines the grade 5 course entitled "People of a Nation: The United States." A statement of the California philosophy of history-social studies education precedes the handbook's three sections. The first two sections present major goals of the overall program, an overview of social studies content for grades K-6, and a chart of content areas for grades K-12. Section 3 describes the topics, concepts, skills, learning activities, and media resources for the fifth grade level. Topics covered include California as part of the United States, geography of the United States, the American people, American Indians, explorers and settlers, the Founding Fathers, and American leaders. Appendices contain California education codes concerning history and social science instruction and the observance of special events. (LP)

ED 243 743 SO 015 552
Sixth Grade. History-Social Science: A Brief Curriculum Guide.

Kern County Superintendent of Schools, Bakersfield, Calif.
Pub Date—82

Note—25p.; Excerpted from "History-Social Science Curriculum Guide K-6." For related documents, see SO 015 546-552. The resource list may not reproduce clearly.

ence Curriculum Guide K-6." For related documents, see SO 015 546-551. The resource list may not reproduce clearly.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, Beliefs, Concept Teaching, Cultural Awareness, Cultural Differences, Curriculum Development, Curriculum Guides, Environment, *Global Approach, Government (Administrative Body), Grade 6, History Instruction, *Human Relations, Individual Needs, Institutions, Intermediate Grades, Language Role, Learning Activities, Religion, Resource Materials, Social Sciences, *Social Studies, Technology

Identifiers—California, *Interdependence

This handbook outlines the grade 6 course entitled "Our World, Its Diverse Peoples, and Their Societies." A statement of the California philosophy of history-social studies education precedes the handbook's three sections. The first two sections present major goals of the overall program, an overview of social studies content for grades K-6, and a chart of content areas for grades K-12. Section 3 describes the topics, concepts, skills, learning activities, and media resources for the sixth grade level. Topics covered include people of the United States, global interdependence, environment, cultural diversity, role of language, technology, basic needs and institutions, and belief systems throughout the world. Appendices contain California education codes concerning history and social science instruction and the observance of special events. (LP)

ED 243 744 SO 015 558
Sobeih, Nabil Ahmed Amer
Nonformal Education in the Arab States: A Comparative Analysis.

Pub Date—84

Note—42p.; Paper presented at the Annual Conference of the International Education Society (28th, Houston, TX, March 21-24, 1984). Several pages may be marginally legible.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, *Arabs, Comparative Analysis, *Comparative Education, Continuing Education, Course Content, Developing Nations, Educational Needs, Educational Objectives, *Educational Practices, Foreign Countries, Labor Education, *Nonformal Education, Nontraditional Education, Program Descriptions, Relevance (Education), Research Utilization, Teaching Methods

Identifiers—*Arab States, National Policy

The Arab states have come to realize the significance of nonformal education and its importance in achieving economic and social development. At present, however, support given by formal education for nonformal methods of education is minimal. In each of the Arab countries there exist many different kinds of nonformal education programs, all of which are isolated from one another. These programs differ basically in audience; some are directed to the general public (e.g., literacy programs, popular culture programs, evening or correspondence courses) while some (e.g., agricultural extension, workers education, and vocational training) are directed to special groups. Educators need to decide what Arab society needs from adult education, which of the existing programs can help meet these needs, and what changes and additions should be made. A national adult education policy should be developed. All programs must be coordinated, the scope of adult education widened, course content made relevant to students' lives, teaching methods modernized, attention paid to the education of women, and more teachers trained. Program planners must have access to research studies concerning adult education. (RM)

ED 243 745 SO 015 562
Dissemination and Utilization of Educational Research. Report of a Regional Seminar (Tokyo, Japan, November 9-25, 1983).

National Inst. for Educational Research, Tokyo (Japan); United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Asian Centre for Educational Innovation for Development.

Pub Date—84

Note—109p.; For a related document, see ED 228 103.

Pub Type—Collected Works - Proceedings (021) —

Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adoption (Ideas), *Comparative Education, Delivery Systems, Diffusion (Communication), Educational Change, Educational Innovation, *Educational Needs, Elementary Secondary Education, Foreign Countries, Higher Education, *Information Dissemination, Information Networks, International Cooperation, International Organizations, Linking Agents, *Research Utilization

Research from 14 Asian and Pacific countries suggests that the outcome of educational research is not sufficiently utilized by educators in those countries. Several recommendations for the development of information exchange were discussed at an educational research seminar. It was recommended that research projects be worthy and be people-oriented, and that the prospective beneficiaries and users be actively involved in the projects. One national level institute in each country should be designated as the coordinating agency for research dissemination. Personnel responsible for dissemination should be knowledgeable concerning educational perspectives and priorities in their countries and receive training in the information and computer sciences. Existing international organizations should facilitate dissemination of research information in the region, and each member country should take advantage of existing network services. A list of participants and papers delivered from each country are provided in the appendices, which make up the bulk of the report. (RM)

ED 243 746 SO 015 567
Turner, Paul R.
The Anthropology of Anthropologists.

Pub Date—83

Note—13p.; Paper presented at the Annual Meeting of the American Anthropological Association (82nd, Chicago, IL, November 16-20, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anthropology, Bias, *Educational Needs, *Educational Needs, Higher Education, Holistic Approach, *Relevance (Education), *Research Needs, Values

Identifiers—Cultural Relativism, Participant Observation

Anthropology as an academic discipline in the United States experienced an explosive growth during the late 1960's and early 1970's, when the Woodstock generation embraced anthropology. However, interest in anthropology as a discipline declined in the late 1970's and early 1980's, when the new work-oriented generation held anthropologists at arms length. Anthropologists must change and adapt by applying the basic characteristics of anthropology to themselves: holism, cultural relativism, and participant observation. For example, anthropologists have been preoccupied with studying non-modern societies. One of the larger societies that needs to be studied from a holistic perspective is the U.S. academic socio-cultural system. The discipline's health depends on anthropologists' knowing the nature of the environment to which they need to adapt. In spite of their commitment to cultural relativism, anthropologists make negative judgments about practices of American society. They need to respect and become knowledgeable about their own culture. Studying U.S. culture with the commitment of a participant observation approach, which involves empathic identification of the analyzer with the person(s) being analyzed, should make anthropologists less escapist and more like the people they interact with on a daily basis. (RM)

ED 243 747 SO 015 570
Mason, Barbara L.
Teachers' Content Decisions: Potential for Conflict in Local Curriculum Development.

Pub Date—23 Apr 84

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conflict, *Course Content, *Curriculum Development, *Decision Making, Educational Research, *Family Life Education, Resource Materials, Secondary Education, Student Interests, Student Needs, Teacher Characteristics, *Teacher Participation, Teaching

Experience, Values

The purpose of the study was to identify external and internal influences that affected the decision making of four secondary teachers regarding the content of a family living course and to describe their decision-making strategies. Because the course had been shortened and a new textbook and new state guidelines had been received, the teachers had to revise the local curriculum guide. Methodology included observation, interviews, and document collection. The most important influences found to affect teacher decisions were curriculum resources, teacher repertoire and values, and student interests and needs. Two content selection strategies were identified: (1) curriculum by repertoire, i.e., the three teachers who had recently taught the course followed their repertoire from the past with only minor changes; and (2) curriculum by authoritative resource, i.e., the one teacher who had not recently taught the course relied heavily upon the textbook. Findings show that teachers rely heavily on curriculum resources during repertoire formation. Therefore, supervisors should carefully oversee the selection of those materials. Also, since repertoire serves as a limiting factor in teachers' future content decisions, supervisors should direct special attention to guiding teachers during their initial teaching experience with a course. (RM)

ED 243 748

SO 015 571

Dillon, J. T.

The Character of Inquiry in Curriculum.

Pub Date—Apr 84

Note—75p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Curriculum Development, *Curriculum Evaluation, Definitions, Educational Research, Elementary Secondary Education, Higher Education, Inquiry, Theories

An analysis of curriculum journals indicates that curriculum inquiry is not a simple matter. It is characterized by raising problems, addressing each problem by a variety of methods, and proposing for each method a variety of kinds of solutions. Curriculum inquiry follows a "Musketeer Model": all for one and one for all. The predominant form of curriculum inquiry is a stated purpose to accomplish, the content is a concern about the commonplaces of curriculum, and the process entails first-order knowledge describing the properties of some phenomenon. The predominant method of curriculum inquiry is conceptual, especially opinion, analysis, and argument. The predominant kind of solution in curriculum inquiry is national, that is, providing a way of thinking as a solution to the problem. Curriculum inquiry is characterized by a topical flow type of inquiry, rather than a schematic structure. Efforts to define curriculum inquiry yield a definition of what curriculum inquiry is not, more clearly than what curriculum inquiry is. (LP)

ED 243 749

SO 015 574

Adams, George And Others

The People of West Africa.

Burton International School, Detroit, MI.; Detroit Public Schools, Mich.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—81

Note—53p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*African Culture, Background, Black Community, *Black Culture, Community Characteristics, *Cultural Awareness, Education, Family (Sociological Unit), Foreign Countries, Housing, Map Skills, Minority Groups, *Multicultural Education, Music Appreciation, Primary Education, Skill Development

Identifiers—*Ghana, Michigan, *Nigeria

Designed for use in Michigan schools, this K-2 social studies unit examines aspects of African and Black American life. Material is divided into 11 sections. Sections 1 and 2 provide rationale, project overview, and an introduction to the unit. Section 3 outlines the five content and skill goals of the program: to learn the location of Ghana, Nigeria, and Michigan; to learn about the structures of families in these 3 areas; to learn about housing, education, and community life in these areas; to learn greetings and some basic words in a West African language; and

to listen and respond creatively to African music. Section 4 outlines the specific learning objectives associated with each of these five goals. Section 5 contains a variety of introductory activities focusing on students' identification of their own families and community. The remaining sections consist of activities for each of the previously stated goals. For each activity, objectives, materials, procedure, and evaluation methods are described. Readings and illustrations are provided where applicable. Examples of activities are studying maps, drawing pictures of family and homes, examining pictures of different types of typical West African dress, reading and discussing stories about African families and foods, practicing African languages, dancing, and listening to music. The unit can easily be adapted for use in other states. (LP)

ED 243 750

SO 015 582

Kurfman, Dana G. And Others

The National Council for Geographic Education Competency-Based Geography Test. Secondary Level. Form I. Parts I, II, and III.

National Council for Geographic Education.

Pub Date—83

Note—13p.; For an intermediate level test, see ED 228 138.

Available from—Central Office, The National Council for Geographic Education, Western Illinois University, Macomb, IL 61455 (\$2.00).

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Charts, Competency Based Education, Geographic Concepts, *Geography Instruction, Human Geography, Knowledge Level, Locational Skills (Social Studies), Map Skills, Multiple Choice Tests, *National Competency Tests, Physical Geography, Secondary Education, Skill Development, Standardized Tests, Test Items

Identifiers—Competency Based Evaluation

A 3-part test measures the geography knowledge, skills, and understanding of secondary level students. Part 1, map skills and location, contains 20 questions involving the use of three maps: an imaginary sketch map, a contour map, and a political map of the world. Part 2 consists of 20 questions covering physical geography. Students analyze outline maps of Africa and the Western hemisphere, a cross-section diagram on landforms, and a temperature and precipitation graph, and answer general questions on geography and resources. In a final section focusing on human geography, 35 questions test students' understanding of a transportation map, two types of bar graphs, and their general knowledge of world populations. (LP)

ED 243 751

SO 015 583

Ellin, Nancy

Notable Black Women.

Michigan State Dept. of Education, Lansing. Office for Sex Equity.

Pub Date—Jan 84

Note—84p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Biographies, *Black Achievement, Black Culture, *Black Leadership, *Females, Feminism, *Leaders, Secondary Education

Readings, activities, and teaching strategies for a secondary unit on black women are included in this teacher handbook. Instructional material is divided into four sections. Following a note on the use of the booklet, section 1 consists of 24 two-page biographies of black women, including Selma Burke, Lena Horne, Leontyne Price, Charlayne Hunter-Gault, and Sarah Breedlove Walker. Section 2 consists of 5 activities or games that teachers can reproduce. These are a word find puzzle, an acronym puzzle, a famous person matching game, a calculating game, and a word scramble. Answer keys are also provided. Section 3 contains five writing assignments designed to provoke thought and discussion. These focus on black women in the community, careers, an analysis of "Roots," student opinions, and dream interpretation. Teachers are provided with sample essay topics. Section 4 lists several additional activities that will involve students in linking the achievements of the notable black women studied in this unit to "hands on" or artistic activities. The unit concludes with an 18-item selected bibliography and a unit evaluation form. (LP)

ED 243 752

SO 015 585

Social Studies Graded Course of Study: K-12.

Euclid City Schools, Ohio.

Pub Date—May 82

Note—185p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Basic Skills, Behavioral Objectives,

Concept Teaching, *Curriculum Design, Curriculum Development, Economics, Elementary Secondary Education, European History, Family (Sociological Unit), Humanities, Non Western Civilization, *Sequential Approach, *Social Problems, Social Sciences, *Social Studies, United States Government (Course), United States History, World History, World Problems

A K-12 social studies curriculum organized around concept teaching and skill development is presented in five sections. Section 1 contains general information on philosophy and program goals. Section 2, subdivided into 7 parts, outlines the courses of study for grades K-6. Presented in chart form, each grade level description outlines major concepts in history, geography, economics, political science, behavioral science, and philosophy. This is followed by a description of the major topics of instruction. For example, the topics for kindergarten are families, seasons, and holidays; for grade 1, families and holidays around the world; for grade 5, the United States. Section 3 presents shared skills and broad instructional objectives for grades K-6. Separate charts outline informational, communication, interpretive, and intergroup relation skills. Section 4 consists of charts detailing the social studies skills and instructional objectives for grades K through 6: selecting, reading, and evaluating social studies materials; problem solving; interpreting maps and globes; and understanding time and chronology. Section 5 presents, in outline form, the major social studies concepts for grades 7 and 8 and a chart of scope and sequence for those grades. In the final section, an overview of required and elective courses for grades 9-12 is followed by the instructional objectives and content for 16 high school courses including social problems, world history, humanities, psychology, crime and prisons, and death and dying. Suggestions for student evaluation conclude the publication. (LP)

ED 243 753

SO 015 587

Friedlander, Dov Goldscheider, Calvin

Israel's Population: The Challenge of Pluralism.

Population Reference Bureau, Inc., Washington, D.C.

Pub Date—Apr 84

Note—45p.; Charts printed on dark paper and photographs may not reproduce clearly.

Available from—Population Reference Bureau, Circulation Department, P.O. Box 35012, Washington, DC 20013 (\$4.00).

Journal Cit—Population Bulletin; v39 n2 Apr 1984
Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cultural Pluralism, *Ethnic Groups, *Jews, Migration, *Population Distribution, Population Trends, Religious Cultural Groups

Identifiers—*Israel, Moslems

This bulletin describes the interplay of demographic and sociopolitical processes in Israel since the state's founding in May 1948 and projects what it might be to 2015. Heavy Jewish immigration, especially during the "mass immigration" of 1948-51, has balanced the high natural increase of Moslems so that the proportion of Jews in Israel's population at the end of 1982 was little changed from June 1948. By 2015 the Jewish proportion could be only 50 percent in a "Greater Israel" if Israel annexes the Occupied Areas of the West Bank and Gaza Strip where 1.2 million Arabs now live. "Oriental" Jews from less developed North African and Asian countries, who were only 15 percent of Israel's Jewish population in 1948, outnumbered European American Jews by 1970. This was an important factor in the 1977 shift of political dominance from the leftwing Labor parties, supported by the better-educated, socialist-leaning European-American Jews, to a rightwing bloc, espousing economic policies based on more private initiative and Israel's historic rights to the West Bank. Western-oriented Jews, although still the country's "establishment," comprised only 40 percent of Israel's population by 1981. By 2015, their share is likely to be down to 30 percent within Israel's present boundaries. The questions of whether or not Israel will be a Jewish state and remain a Western society will continue salient into the 21st century. (Author)

ED 243 754

SO 015 588

Turnbaugh, Roy C., Jr. Bailey, Robert E.
**Windows to the Past: A Selection of Illinois
 County Records from 1818 to 1880.**

Illinois State Archives, Springfield.

Pub Date—83

Note—142p.

Pub Type—Guides - Classroom - Teacher (052)
 EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Documentation, Instructional Materials, Learning Activities, *Local History, Records (Forms), Secondary Education, *Social History, *State History, *United States Government (Course), *United States History
 Identifiers—*Illinois

Designed to help Illinois teachers bring local history into the secondary social studies classroom, this manual contains reproductions of 38 county records from the years 1818 to 1880. Each document, which is reproduced in an original and type-written form, is accompanied by a teacher's guide containing an outline of the historical context of the document, vocabulary, and discussion questions. Examples of documents are a Negro indenture (1818), a jail diagram (1821), a militia poll book (1822), a tavern license (1827), a school land lease (1828), an apprentice indenture (1860), a coroner's inquest (1864), a soldier muster roll (1861), and a physician's certificate (1877). Although specific to Illinois, these documents can be used to supplement any secondary United States history course or as a model for other states. (LP)

ED 243 755 SO 015 592

Lewis, Francine N. Margold, Jane

**Children's World View: The Basis for Learning
 Activities. Responsive Multicultural Basic Skills
 Handbook for Teachers & Parents.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Department of Education, Washington, DC.

Pub Date—81

Note—225p.; For a related document, see SO 015 593. Several photographs may not reproduce clearly.

Pub Type—Guides - Classroom - Teacher (052) —
 Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Basic Skills, Cultural Awareness, *Curriculum Development, Ethnic Groups, Ethnicity, Fused Curriculum, *Interdisciplinary Approach, Language Arts, Learning Activities, Lesson Plans, Mathematics Instruction, Motivation, *Multicultural Education, Parent Participation, *Perspective Taking, Primary Education, Problem Solving, Reading Instruction, Relevance (Education), Skill Development, Teaching Methods

Identifiers—Responsive Multicultural Basic Skills Approach

Strategies for devising primary grade academic learning activities that promote cultural diversity are provided. Based on the responsive multicultural basic skills (RMBS) approach, the strategies emphasize skill development, incorporate content from a diversity of cultural groups into all parts of the curriculum, and provide each child with opportunities for using his or her own world view as an asset for learning. Following a brief introduction, section 2 of the handbook discusses how to use the combined or infused curriculum. The third section focuses on teaching and learning methods for using the RMBS approach. Procedures for combining academic and multicultural learning activities are presented in section 4. Examples of multicultural/academic classroom activities are provided in section 5. Included are activities to motivate children's interest in a culture, activities that assess growth and help students integrate new information, and exercises that combine multicultural learning with reading, language arts, and math. The concluding section contains activities that parents can participate in at school and provide at home. (RM)

ED 243 756 SO 015 593

Lewis, Francine N. Margold, Jane

**Responsive Multicultural Basic Skills Handbook
 for Teachers and Parents: Overview.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Department of Education, Washington, DC.

Pub Date—81

Note—100p.; For a related document, see SO 015 592. Several photographs may not reproduce clearly.

Pub Type—Guides - Classroom - Teacher (052) —
 Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Basic Skills, Cultural Awareness, Cultural Differences, Cultural Traits, *Curriculum Development, Educational Needs, Educational Objectives, Ethnic Groups, Ethnicity, Fused Curriculum, *Interdisciplinary Approach, *Multicultural Education, Parent Role, *Perspective Taking, Primary Education, Relevance (Education), Resource Materials, Self Concept, Skill Development, Teacher Role, Teaching Methods
 Identifiers—Responsive Multicultural Basic Skills Approach

A rationale for helping primary grade children learn about and value their own and other cultures while acquiring basic academic skills is provided. The handbook is based on the responsive multicultural basic skills approach (RMBS), which states that the school curriculum should reflect society's multicultural nature. The RMBS approach emphasizes basic skills, incorporates content from a diversity of cultural groups into all parts of the curriculum, and provides children with opportunities for using their own world view as an asset for learning. The first part of the handbook discusses ways in which world views differ among and within ethnic groups and how students' ethnic world views affect their learning. The second part discusses the RMBS approach. The need for introducing the youngest students to multicultural studies and multicultural education as a pedagogical process is discussed. Guidelines for using RMBS and a sample strategy for combining multicultural and academic curricula are provided. Appendices contain lists of children's and adult's books, an infusion planning sheet, guidelines for selecting ethnically sound books, and tips for developing a unit of study. (RM)

ED 243 757 SO 015 594

Mugleston, William F.

The U.S. Survey in the Two-Year College.

Pub Date—Mar 84

Note—6p.; Paper presented at the Annual Meeting of the Southwestern Social Science Association (62nd, Fort Worth, TX, March 1984).

Pub Type—Opinion Papers (120) — Speeches/
 Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Agents, Content Area Reading, Course Content, *Educational Needs, Higher Education, *History Instruction, Interdisciplinary Approach, Reading Skills, Relevance (Education), Self Control, Skill Development, Social Change, Study Skills, Two Year Colleges, Writing Skills

Three major items to which teachers of U.S. history survey courses in 2- and 4-year colleges and universities must attend are discussed. First, they must work to develop in their students basic learning and study skills and self-discipline. This means such mundane but essential things as adhering to course deadlines, maintaining grading standards, and seeing that students take remedial or developmental courses if needed. Second, teachers must require meaningful amounts of reading and writing in their courses. In a recent survey, the Texas Advisory Council for Technical-Vocational Education cited an "incomplete and/or poorly filled out job application form" as the third major reason for rejecting job applicants. The employer survey also cited the "ability to write and speak effectively" as the number one area needing improvement among job applicants. Lastly, teachers must show students that constructive change is possible since many students believe that the national and world situation is hopeless. Students should be exposed to the many examples in history which show how people have brought about change. (RM)

ED 243 758 SO 015 595

Mork, Gordon R.

**Life and Death in Nazi Germany: Moral Decision
 Making in the Classroom.**

Pub Date—Dec 83

Note—13p.; Paper presented at the American Historical Association Conference (San Francisco, CA, December 1983).

Pub Type—Guides - Classroom - Teacher (052) —
 Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anti Semitism, *Decision Making, Ethnic Discrimination, Higher Education, *History Instruction, Instructional Materials, Jews, Learning Activities, *Moral Values, *Nazism, Religious Discrimination, *Value Judgment, *World

History

Identifiers—*Guided Design

A teaching technique called guided design is used in this exercise to help college students enrolled in introductory world history courses learn about the Nazi persecution of the Jews. Providing a change of pace to traditional lectures, readings, exams, and papers in history courses, guided design, as used in this activity, confronts students with the documentation of past Nazi events and leads them to productive discussions involving the moral and practical decisions demanded by those events. Included are teacher instructions and student materials. Intended for use during a single 50-minute period, the exercise requires no prior announcement, no special reading, and no library assignment. Previous exposure to general textbook accounts and lecture material on totalitarianism, World War II, and Nazi generals is helpful. At the beginning of the class, students are divided into three or four person decision groups. Prepared materials are distributed, and the ground rules of the guided design are explained. Student groups are presented with questions which they must discuss, and then reach a group consensus. Each group presents its consensus to the class as a whole. (RM)

ED 243 759 SO 015 596

**Toward a Usable Past: Historical Records in the
 Empire State. A Report to the Governor and
 Citizens of New York.**

New York Historical Records Advisory Board, Albany.

Pub Date—Jan 84

Note—83p.; Partially supported by a grant from the National Historical Publication and Records Commission. Photographs may not reproduce clearly.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Archives, Information Networks, Information Retrieval, Information Services, Information Sources, Information Storage, *Information Systems, Library Collections, Local Government, *Local History, *Primary Sources, Private Agencies, Public Relations, Research Tools, Resource Materials, State Government, *State History
 Identifiers—*New York

Containing the findings of a year-and-a-half investigation, this report outlines the present state of historical records in New York State, identifies problems in their treatment, and recommends corrective action. Assessed are the strengths and weaknesses of historical records programs in state and local government and nongovernment organizations, including libraries, historical societies, and other repositories. Findings include the following. Although the State Archives has made impressive progress since 1978 in developing policies and procedures for dealing with state records, it still lacks resources to fully implement all essential functions. Local government officials usually lack time, training, and resources to adequately manage their records. Programs for nongovernmental historical records are unsystematic and uncoordinated. Lack of public awareness partially accounts for the inadequate support of historical records programs. Greatly increasing the public's understanding of the importance of historical records and of issues in records management is a major underlying need. Also needed is better cooperation and communication among programs and an ongoing planning system. (RM)

ED 243 760 SO 015 597

Burns, E. Bradford

**The Fine Art of Synthesis: Latin American History
 for Freshmen.**

Pub Date—83

Note—18p.; Paper presented at the American Historical Association Conference (San Francisco, CA, December 1983).

Pub Type—Reports - Descriptive (141) —
 Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Area Studies, Comparative Analysis, Cross Cultural Studies, Fiction, Films, Folk Culture, Foreign Countries, Government (Administrative Body), Higher Education, Interdisciplinary Approach, International Relations, *Latin American Culture, *Latin American History, *Latin American Literature, *Revolution, Social History, Units of Study

An introductory course on Latin America is probably the only course most college students will take

on that region. It provides the best opportunity for influencing the educated public about the area. There is an urgent need to increase understanding of Latin America because so much of the American public, including public officials, are so uninformed about the area. A recommended strategy for a one-quarter introductory course entitled "Latin America: Reform and Revolution" is guided by three basic strategies: an emphasis on present conditions in Latin America, an attempt to foster a Latin American perspective among the students, and a dialectic approach focusing on civilization vs. barbarism and North Atlantic culture vs. indigenous folk culture. To help foster sensitivity to Latin America, use is made of regionally produced films, fiction, and fictional documentaries. Eight films and 6 books are required for the course, which also includes 3 weekly lectures and a 50-minute discussion section. Topics covered in the course include Asians in the Western Hemisphere, the 1910 uprising in Mexico, the establishment of Iberian institutions in the New World, land and labor, Latin American challenge to European institutions, and major revolutions. Students are required to write three essays on topics of their choice and take a final essay examination. (LP)

ED 243 761 SO 015 598

This Constitution: A Bicentennial Chronicle.
American Historical Association, Washington, D.C.; American Political Science Association, Washington, D.C.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.
Pub Date—84

Note—58p.; Published by Project '87, a joint undertaking dedicated to commemorating the Bicentennial of the United States Constitution. Photographs may not reproduce clearly.

Journal Cit—This Constitution; n2 Spr 1984
Pub Type—Historical Materials (060)—Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Constitutional History, *Constitutional Law, Courts, Cultural Context, Documentation, Elementary Secondary Education, Instructional Materials, Learning Activities, Primary Sources, *United States Government (Course), *United States History
Identifiers—Bicentennial, Supreme Court, *United States Constitution

A series of articles focus on enduring Constitutional issues and methods for teaching about these in the classroom. Article 1 explores the nature of the judiciary as it has developed under the Constitution. Article 2, by discussing the uses of the Constitution in plays of the Federal Theater Project of the 1930's, examines the Constitution as a cultural document. Article 3 considers the evolution of the Constitution. A documents section highlights letters from early Supreme Court justices in order to evoke a sense of what life was like for justices during the Court's infancy. Article 4 provides classroom strategies for teaching about separation of powers and checks and balances. A final article focuses on some of the programs developed for the 1976 Bicentennial of American Independence. (LP)

ED 243 762 SO 015 599

Carlel, Herman. Ewing, Ella
A Five Dimensional Model for Teaching an Ethnic Content Course.

Pub Date—84
Note—13p.; Paper presented at the Annual Meeting of the Southwestern Social Science Association (62nd, Fort Worth, TX, March 21-24, 1984).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indians, Asian Americans, Blacks, Course Descriptions, Cross Cultural Studies, *Cultural Differences, Ethnic Groups, *Ethnic Studies, Higher Education, Hispanic American Culture, Hispanic Americans, Models, *Social Work, *Sociology, Teaching Methods

A model suitable for use in a required social work course or a high-interest elective social work course on ethnic groups, racism, or cross cultural studies uses a five dimensional approach. An elective course entitled "Cultural Diversity and the Helping Process" provides a case study. This course has been taught since 1981 and has occasionally been team taught by faculty members with expertise on a particular ethnic group. The course is divided into five 3-week units. Each unit builds on the content of the previous unit. Unit 1 is a review of basic sociology

concepts. Units 2-5 address content specific to four major ethnic groups: American Indians, Blacks, Hispanics, and Asian Americans. Course content is derived from three texts and supplementary articles. The format is lecture and seminar, with audiovisual aids and student presentations. The course has proven highly successful and popular. An appendix contains a course syllabus including description, purpose, educational outcomes, content, texts, teaching methods, and evaluation methods. (LP)

ED 243 763 SO 015 600

Handbook on Australia.
Texas Education Agency, Austin.

Pub Date—Apr 84

Note—109p.

Pub Type—Guides - Classroom - Learner (051)—

Historical Materials (060)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Area Studies, Art, *Cross Cultural Studies, Cultural Context, Culture, Economics, Education, Ethnic Groups, Federal Government, Foreign Countries, Government (Administrative Body), Instructional Materials, International Relations, Legal Education, National Defense, Population Education, Religion, Resources, Secondary Education, Social History, *Social Studies

Identifiers—Aboriginal People, *Australia, States, World War I, World War II

A study unit on Australia for secondary students is divided into eight sections. Section 1 introduces students to the states, territories, and capitals of the country. Section two, land and people, discusses the size, location, geology, climate, flora and fauna, and population of Australia. Sections 3 and 4 outline Australian history and include discussion of discovery, exploration, colonization, self-government, independence, the World Wars, the 1980's, and defense. Section 5 describes the federal government and legal system. Each of Australia's eight territories and states are examined in section 6. Economic development, resources, and international trade are the focus of section 7. The final section on culture and society focuses on education, religion, the arts, media, and recreation. Each section consists of readings, maps, and illustrations. Appendices contain a decade by decade summary of Australian history, a timeline of important events, a newspaper article on gold, an article on an Australian gas field, and a 6-page bibliography of publications, government addresses, and aboriginal addresses. (LP)

ED 243 764 SO 015 601

Bandy, Patricia, Ed.
Perspectives.
Close Up Foundation, Arlington, VA.

Pub Date—84

Note—247p.; For a related document, see ED 237 409. Charts and case studies printed on dark paper may not reproduce clearly.

Available from—Publications Department, Reference: ERIC, Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202 (\$8.00, quantity discounts available).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Budgets, Bureaucracy, Case Studies, Conflict, Controversial Issues (Course Content), Court Role, *Current Events, Elections, Federal Government, Financial Policy, Foreign Policy, Government (Administrative Body), Governmental Structure, *Government Role, Instructional Materials, Leaders, Learning Activities, Legislation, Lobbying, Policy Formation, Political Attitudes, *Political Issues, Political Science, Presidents, *Public Affairs Education, Public Agencies, Secondary Education, Social Studies, *United States Government (Course), United States History

Identifiers—Congress, Federalism, Media Role, Special Interest Groups, Supreme Court

Designed to encourage informed and critical thinking on contemporary political issues and processes, the articles, case studies, and activities in this student handbook can be incorporated into secondary school social studies units on government or current events. Eight chapters cover the presidency, the federal bureaucracy, the Congress, the Supreme Court and the judicial branch of government, special interest groups, the media, the electoral process, and federalism. Within each chapter, articles written by Republicans, Democrats, liberals and conservatives, public officials and private citizens convey a balanced picture of America's diverse political en-

vironment. A case study in each chapter illustrates how the major political actors and institutions operate. Topics covered include the controversy at the Environmental Protection Agency, the desegregation of public schools, media coverage of the Vietnam War, and President Reagan's budget and tax battles with Congress. Appendices contain a glossary and a copy of the Constitution. (LP)

ED 243 765 SO 015 602

Personal Finance in America's Schools Today.
American Council of Life Insurance, Washington, D.C.; Health Insurance Association of America, Washington, D.C.

Pub Date—83

Note—10p.; Tables printed on colored paper may not reproduce clearly.

Journal Cit—Teaching Topics; v31 n2 Fall 1983

Pub Type—Reports - Research (143)—Guides - Classroom - Teacher (052)—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Education, *Consumer Economics, Course Content, Educational Needs, *Educational Practices, Educational Research, Financial Services, Foreign Countries, Futures (of Society), Insurance, Investment, Learning Activities, National Surveys, Resource Materials, Secondary Education, Sociocultural Patterns, Teacher Developed Materials, Teaching Methods
Identifiers—Canada, Economic Trends, *Personal Finance Training

Highlights from a survey of educational practices of personal finance teachers and resource materials for emerging topics are provided. Of the 6,100 secondary teachers in the United States and Canada who received questionnaires, 1,400 responded. With over 30 states having personal finance or consumer economics guidelines, personal finance courses have a strong foothold in the U.S. educational system. In most schools, personal finance is taught at the 11th and 12th grade levels in business education, social studies, or home economics. Respondents indicated that economic conditions receive strong teaching emphasis, most teachers use a traditional instructional approach, teacher-developed resources are used most frequently, and the topics in which teachers need information are financial services, insurance trends, investment alternatives, and economic and social trends. The remainder of the document presents instructional activities and selected references for each of these topics. Periodicals and general resources for teaching personal finance are also listed. (RM)

ED 243 766 SO 015 603

Hess, Jacqueline
Close Up Special Focus: U.S.-Soviet Relations.
Close Up Foundation, Arlington, VA.

Pub Date—83

Note—60p.; Photographs, insets, and illustrations printed on colored paper may not reproduce well. For information on accompanying video series, contact the Close Up Foundation.

Available from—Publications Department, Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202 (booklet, \$6.00; curriculum guide, \$3.50; quantity discounts available).

Pub Type—Guides - Classroom - Teacher (052)—

Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, Cross Cultural Studies, Economics, *Foreign Policy, Futures (of Society), Geography, High Schools, Instructional Materials, *International Relations, Learning Activities, National Defense, Nuclear Warfare, Political Science, Social Studies, Units of Study, World Problems

Identifiers—Geopolitics, *United States, *USSR

Designed to accompany a 4-part video series, this high school unit on U.S.-Soviet relations focuses on each nation's world view, political system, and ideologies. A student handbook and teacher's curriculum guide are included. The student handbook is divided into four chapters. Chapter 1 examines the political and economic system of each country as well as geographic influences on each nation's foreign policy. Chapter 2 puts the current U.S.-Soviet relationship into perspective by examining its evolution. The American-Soviet arms race is highlighted in chapter 3. The final chapter focuses on future relations between the two superpowers. Each chapter contains a section of ideas to guide student reading, a reading selection, excerpts from relevant speeches or news articles, and a chapter summary.

Chapters are illustrated with photos, charts, and maps. The student handbook concludes with a 1-page list of references and a glossary. The teacher's curriculum guide describes each chapter of the student handbook and the relationship of this written information to the video series. Also included are suggestions for using video materials in the classroom and specific strategies for teaching and expanding the student readings. Procedures for student simulations and activities such as a debate and a futures wheel are described. (LP)

ED 243 767 SO 015 604
Post, Sylvia Staunton, Ted. Ed.
Women in the Canadian Economy: A Teaching Unit.

Canada Studies Foundation, Toronto (Ontario).
Report No.—ISBN-0-920866-05-0
Pub Date—83

Note—36p.; For related documents, see SO 015 605-607.

Available from—Dominie Press Limited, Unit 15, 345 Nugget Ave., Agincourt, Ontario M1S 4J4 (\$7.95 each, \$25.00 for set of four).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, *Economics, Economics Education, *Females, Foreign Countries, Instructional Materials, *Labor Economics, *Labor Force, Learning Activities, *Males, Secondary Education, Social History, Social Studies

Identifiers—*Canada

One of a series of teaching units designed to introduce secondary school students to the Canadian economy, this handbook contains activities on the economic status and roles of Canadian women. The first of 4 sections presents a profile of male and female occupations. Section 2 contains statistics on females in the Canadian labor force. Section 3, the effect of women on the Canadian economy, examines the relationship between the housewife and the Gross National Product, working women of the past, and future employment trends. Section 4, income differentials, looks at differences in male and female enrollment in specific courses, nontraditional jobs, and equal pay legislation. Each section contains a variety of learning activities, discussion questions, teaching strategies, charts, and readings. (LP)

ED 243 768 SO 015 605
Hunter, William T. Staunton, Ted. Ed.
Canada in the International Economy: A Teaching Unit.

Canada Studies Foundation, Toronto (Ontario).
Report No.—ISBN-0-920866-04-2
Pub Date—83

Note—69p.; For related documents, see SO 015 604-607.

Available from—Dominie Press Limited, Unit 15, 345 Nugget Ave., Agincourt, Ontario M1S 4J4 (\$7.95 each, \$25.00 for set of four).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, *Economics, Economics Education, Foreign Countries, Futures (of Society), Global Approach, Instructional Materials, *International Relations, *International Trade, Learning Activities, Monetary Systems, Secondary Education

Identifiers—*Canada

One of a series of teaching units designed to introduce secondary school students to the Canadian economy, this handbook contains instructional materials on Canada's role in the world economy. Ten sections contain readings and suggestions for activities related to Canadian trade, tariffs, the Canada-United States automobile pact, Canada-United States free trade, trade policies in the 1980's, balance of payments, the foreign exchange market, capital flows, the Canadian exchange rate, and the international monetary system. Readings are illustrated with charts, graphs, and cartoons. A final section, a teacher's guide, clarifies learning objectives, terms, and suggested activities for each of the student sections. (LP)

ED 243 769 SO 015 606
Curtis, Douglas C. A. Staunton, Ted. Ed.
Money, the Banking System and Monetary Policy in Canada: A Teaching Unit.

Canada Studies Foundation, Toronto (Ontario).
Report No.—ISBN-0-920866-02-6
Pub Date—83

Note—80p.; For related documents, see SO 015 604-607.

604-607.

Available from—Dominie Press Limited, Unit 15, 345 Nugget Ave., Agincourt, Ontario M1S 4J4 (\$7.95 each, \$25.00 for set of four).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Banking, *Economics, *Economics Education, Finance Reform, Financial Policy, Foreign Countries, Inflation (Economics), Instructional Materials, Interest (Finance), Learning Activities, *Monetary Systems, Secondary Education

Identifiers—*Canada

One of a series of teaching units designed to introduce secondary school students to the Canadian economy, this handbook contains instructional materials on Canada's monetary system and policy. Material is organized and presented in terms of specific topic readings and illustrative activities. The topics covered in six sections are money, the money supply in Canada, banking, the banking system in Canada, the relationship between banking and the money supply, and monetary policy. Activities examine such issues as characteristics of a medium of exchange, money as a standard of value, money and the Gross National Product, components of the money supply, bank assets, bank profits, chartered banks, notes and deposits, interest rates, and inflation. (LP)

ED 243 770 SO 015 607
Allen, Gwilym J. Staunton, Ted. Ed.
Unemployment and Inflation in Canada: A Teaching Unit.

Canada Studies Foundation, Toronto (Ontario).
Report No.—ISBN-0-920866-03-4
Pub Date—83

Note—71p.; For related documents, see SO 015 604-606.

Available from—Dominie Press Limited, Unit 15, 345 Nugget Ave., Agincourt, Ontario M1S 4J4 (\$7.95 each, \$25.00 for set of four).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Business Cycles, Economic Factors, *Economics, *Economics Education, Employment Problems, Foreign Countries, *Inflation (Economics), Instructional Materials, Labor Economics, Learning Activities, Secondary Education, *Unemployment

Identifiers—*Canada

One of a series of teaching units designed to introduce secondary students to the Canadian economy, this handbook contains instructional materials on unemployment and inflation. Material is divided into nine sections. Section 1 covers historical trends in unemployment and inflation. Section 2 examines four types of unemployment: frictional, structural, deficient demand, and search. Section 3 presents methods of measuring and defining unemployment. Section 4 deals with measuring the unemployment rate. Sections 5 and 6 focus on types and causes of inflation and examine supply side economic theories, the demand-pull theory, and supply and demand theories. Section 7 outlines methods of measuring inflation. The final two sections discuss myths and misconceptions about inflation, including the effect of inflation on borrowers and the effect of inflation on the standard of living. Each section follows a uniform format: a brief introductory reading on a specific issue or topic is followed by one or more activities. A section summary and answer key are provided where applicable. (LP)

ED 243 771 SO 015 608
Grove, Cornelius Lee
Value Orientations [and] Leader's Guide for the Value Orientations Exercise.

Pub Date—82

Note—12p.

Pub Type—Guides - Non-Classroom (055) —

Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beliefs, Community Attitudes, Community Characteristics, *Cultural Awareness, *Global Approach, Humanistic Education, Instructional Materials, Learning Activities, Religion, Secondary Education, Self Actualization, Social Characteristics, *Values Education

Identifiers—*Nature

A values exercise suitable for secondary school students is divided into three sections. The first section, an introduction to students, explains the concepts of and interrelationships between basic human needs, culture, values orientation, and global perspectives. The intent of the exercise, to help stu-

dents appreciate how a set of value orientations is peculiar to a specific place and time, is also explained. The second section, the student exercise, describes 15 basic human concerns, organized under the headings of the individual, social relations, and nature and the supernatural. For each concern, students indicate where on a continuum they believe the majority of people in their own community stand on the issue. Examples of the concerns considered are belief in fate, sex roles, decision-making, personal values, friendship, conflict resolution, concern for the past, family ties, and material values. A final section contains a leader's guide for the student exercise. Information on learning objectives, materials, preparation, time and space requirements is provided, as are step-by-step procedures for group discussion. What is assumed to be the general consensus of professional sociologists, anthropologists, and researchers regarding the placement of the United States as a whole on each of the 15 scales is summarized. (LP)

ED 243 772 SO 015 609
Grove, Cornelius Lee
What Research and Informed Opinion Have to Say about Very Short Exchange Programs (VSPs).

Pub Date—83

Note—11p.

Pub Type—Information Analyses (070) — Opinion

Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Attitude Change, Cultural Awareness, Cultural Differences, Cultural Exchange, Culture Contact, *Exchange Programs, Higher Education, Intercultural Communication, Intercultural Programs, International Educational Exchange, Literature Reviews, *Negative Attitudes, *Outcomes of Education, Secondary Education, *Social Bias, *Time Factors (Learning)

Exchange programs of a month or less are unlikely to have many of the positive outcomes of more extended intercultural experiences. Worse, very short exchange programs (VSPs) may even have some undesirable outcomes. Positive outcomes not attainable through VSPs are: (1) development of long-lasting positive relationships and attitudes toward the people of the host culture; (2) change, to some extent, in the identity of the reference groups thought of as one's own; and (3) development of an intercultural perspective. One potential undesirable outcome of VSPs is that pre-conceived views and prejudicial attitudes can be strengthened. Another undesirable outcome is that participants are more likely to attribute the behavior of others to personal traits rather than to situational factors. Thus, participants return home with what they think is a well-founded set of opinions about why their hosts act in the way they do, but actually these opinions are based on incomplete or erroneous information. Because the quality of an intercultural exchange experience is directly related to the quantity of time involved, VSP sponsorship should be avoided. (RM)

ED 243 773 SO 015 612
Campbell, D'Ann
American Surveys in Secondary Schools and Colleges.

Pub Date—84

Note—9p.; Paper presented at the Annual Meeting of the Southwest Social Studies Association (Dallas, TX, March 23, 1984).

Pub Type—Reports - Descriptive (141) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, Educational Needs, Females, Higher Education, Instructional Materials, *Interdisciplinary Approach, *Introductory Courses, Material Development, Program Descriptions, Secondary Education, Sex Role, Social History, Student Reaction, Teacher Developed Materials, Teacher Education, Teacher Response, *United States History, *Women's Studies

Secondary and college level curriculum development projects that integrated women's history into American survey courses are described, and conclusions are drawn. The college level projects consisted of lecture outlines and bibliographies written and field tested by teachers and an annotated bibliography and six-week curriculum unit developed by teachers at a summer institute. The secondary level project comprised a summer institute in which teachers developed and then tested lesson plans. Field testing indicated that students had favorable

reactions to the new materials and approaches. Although teachers who field tested the projects were enthusiastic, it was apparent that the most critical problem was the lack of training in social history and women's history. Further, although both secondary and college teachers reported that they want to add material on women to their American survey courses because they believe that integration changes students' views of the past, they differed about what they want from curriculum development projects. Secondary teachers suggested development of ready-to-use materials, including a new textbook and teacher's manual with background essays for teachers and students. In contrast, college teachers expressed a need for annotated bibliographies, but did not want to rethink their entire survey course or use a new text. (RM)

ED 243 774 SO 015 613

Dawson, George G. Prehn, Edward C.
Teaching Economics in American History: A Teacher's Manual for Secondary Schools. Second Edition. JCEE Checklist No. 334.

Joint Council on Economic Education, New York, N.Y.

Pub Date—84

Note—133p.; For earlier edition, see ED 079 206. Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036 (\$7.50, 1-9 copies; \$6.00, 10 or more).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Civil War (United States), Colonial History (United States), Constitutional History, Economic Development, *Economics Education, History Instruction, *Interdisciplinary Approach, Learning Activities, Resource Materials, Revolutionary War (United States), Secondary Education, *United States History

Identifiers—Depression (Economic 1929), Jacksonian Era, World War I, World War II

The primary purpose of this book is to point out events reported in the typical U.S. history course that can be enriched by a consideration of relevant economic topics. The book is organized chronologically by 21 topics: explorers and the early American colonies; the American Revolution; the Confederation period and the Constitutional Convention; establishing a new government; growth of the U.S. economy; the Jacksonian era; the Civil War; industrialization; protest movements; business concentration; reforms of Theodore Roosevelt; Wilson and the new freedom; World War I; the 1920's and the depression of the 1930's; the New Deal; World War II; postwar recovery and development; the rise of new nations; competing economic systems; and domestic problems today. Each topic is introduced with a brief account of the events that had important economic aspects. Discussion questions, varying in difficulty, follow the introduction. Finally, a wide range of activities is described for each topic. The book concludes with a 3-page bibliography of general works on basic economics and American economic history, economic textbooks, reference works, and books on methods of teaching economics or history. (RM)

ED 243 775 SO 015 619

Huber, Joseph D.
Significance, Prevalence and Desirability of Social Issues in School Curriculum: Implications for Teacher Education.

Pub Date—84

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alcoholism, Curriculum Development, Drug Abuse, Educational Needs, Educational Research, Futures (Of Society), Intermediate Grades, Junior High Schools, Middle Schools, Pollution, Quality of Life, *Relevance (Education), *Social Problems, Social Studies, Violence

To determine the significance of selected social issues in the social studies and non-social studies curriculum, a questionnaire was completed by principals, social studies teachers, and teachers from other subject areas at the middle school level. Respondents of both sexes, identifying themselves as conservative or liberal, were asked to rank 18 social issues in order of importance and to indicate whether each is or ought to be included in the curriculum. Based on useable responses from 64 of the 75 schools surveyed, alcohol and drug abuse, environmental pollution, and violence were consistently

rated as the top three social issues. Females and liberals tended to feel more strongly that social issues are and ought to be included in the curriculum. Female respondents tended to agree with male respondents much more than conservative respondents agreed with the liberals when ranking the importance of social issues. Although 90 percent of the respondents felt that the above issues were the most significant, barely half believed that they are currently included in the social studies or other subjects. Although there was little agreement about the extent to which each issue should be included in the curriculum, environmental pollution ranked highest among issues that should be included both in social studies and in subjects other than social studies. (LH)

ED 243 776 SO 015 622

Carlson, Deborah L.

It's Time to Move: A Case for Movement Education in the Music Class.

Pub Date—84

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, Creativity, Educational Needs, Elementary Education, *Movement Education, *Music Education, Preschool Education, Self Concept, *Student Attitudes, Teacher Attitudes, Teacher Behavior, Teacher Education, Teacher Influence, Teacher Role

A study done with fifth graders to determine how movement affected the students' attitudes toward music showed that the students enjoyed their music class more when they were involved in physical activities that were designed to reinforce the music concepts they were learning. Movement education in music helps children feel good about themselves and what they are doing, provides them with a means to creatively express feelings about the music that they may not be able to do verbally, and reinforces musical concepts that rhythmically and dynamically can better be grasped through movement than on the blackboard. A central notion of movement education is that teachers who are sensitively aware and alive in their own bodies are better able to respond to the child's approach and to choose appropriate challenges for the child. Teachers should be knowledgeable concerning the theory of movement and how it relates to music and be able to guide students in their efforts. If students are offered experiences that meet their learning needs in a positive way, they will use the experiences as building blocks. Teacher training is needed. (RM)

ED 243 777 SO 015 623

Dunne, Robert J.

Teaching Urban History in Non-Traditional Ways.

Pub Date—84

Note—9p.; Paper presented at the Regional Conference of the World History Association (Denver, CO, May 4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Descriptions, Curriculum Development, Educational Improvement, *Educational Innovation, *Experiential Learning, Higher Education, Learning Activities, Nontraditional Education, Social History, Student Experience, Student Motivation, *Teaching Methods, *Urban Studies, World History

The introduction of nontraditional teaching techniques into a solid framework of traditional teaching can greatly increase student motivation and attention. Nontraditional methods involve students as dynamic actors in the educational process in three ways: by increasing student motivation, maximizing the level of subtlety or detail achieved, and enlisting students in the process of teaching each other. A course in urban history provides several examples of the integration of nontraditional and traditional pedagogy. Students are encouraged to take extra credit assignments in which they research and present role plays to the class on events or people of interest to them. Two variations on the student field project appeal to students' puzzle-solving interests. In a self-guided tour project, students are assigned to visit and describe local historical landmarks. In an extended version on this project, students travel to a nearby metropolitan area for five days, visiting

and reacting to historical and architectural landmarks. Such assignments provide students with a greater understanding of events in urban history. Students take a greater interest in the subject matter and retain information longer. (LP)

ED 243 778 SO 015 625

Romer, Mark

Defense Dollars and Sense: A Common Cause

Guide to the Defense Budget Process.

Common Cause, Washington, DC.

Report No.—ISBN-0-914389-00-9

Pub Date—83

Note—90p.; Photographs and insets printed on dark paper may not reproduce clearly.

Available from—Common Cause, 2030 M Street, N.W., Washington, DC 20036 (\$4.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Budgeting, *Budgets, Federal Government, Governmental Structure, Government Role, Lobbying, Military Organizations, Military Personnel, *National Defense, *Policy Formation, Political Influences, Public Policy

Identifiers—Congress

Designed to increase public awareness of military spending, this 5-part guide examines the process and problems of preparing the national defense budget. The publication begins with a brief overview of the 1984 defense budget. Major military programs, trends in budgeting, and key concerns in budget formulation are explored. Graphs and charts clarify budget appropriations. Section 2 presents seven steps in the ideal budgeting process: defense guidance, service budget requests, the secretary's budget request, the president's budget request, the congressional defense budget ceiling, defense authorization, and defense appropriation. Sections 3 and 4 focus on problems that originate with the executive branch of government and the Congress. Some of the issues are weaknesses in the structure of the Joint Chiefs of Staff, interservice rivalry, overemphasis on weapons, pork barrel legislation, lobbying pressures from the defense industry and defense department, and presidential and congressional oversight. The final section outlines a program of defense budget reform that includes setting more realistic goals, improving cost estimating, reforming the Joint Chiefs of Staff, and strengthening Congressional review. Appendices contain a list of key sources for defense budget research, members of key congressional committees, and a 2-page bibliography. (LP)

ED 243 779 SO 015 626

Holzner, Burkart Salmon-Cox, Leslie

Knowledge Systems and the Role of Knowledge

Synthesis in Linkages for Knowledge Use.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Note—37p.; For related documents, see SO 015 627-628.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Developed Nations, Developing Nations, Educational Research, *Information Dissemination, Information Needs, *Information Utilization, *Linking Agents, *Research and Development, Research Utilization, Social Science Research, Technical Assistance

Identifiers—*Knowledge Linkers, Knowledge Utilization

The relationship between the social structure of knowledge systems and knowledge syntheses is explored in order to define the social and cultural requirements for effective linkage. Following an introduction (section 1), analysis is divided into 5 additional sections. Section 2 discusses tools for conceptualizing knowledge systems, including social knowledge systems in simple and complex societies, major functions performed by knowledge-related activities (knowledge production, organization and structuring of knowledge, distribution of knowledge, and storage of knowledge), and the social construction of reality. Section 3 considers linkages between national knowledge systems through international channels. The quantitative increases in students from less developed nations, increasing numbers of scientific and professional organizations, and the growth of international development assistance have all aided the globalization of interaction and transfer of knowledge. Section 4 outlines four types of linkages: those

between research and use within an institutional domain, those from research to use across institutions, those between a central use-oriented region and a peripheral research-oriented region, and those between central research-oriented regions and peripheral use-oriented regions. The diversity of linkage challenges and the roles of different kinds of knowledge syntheses are examined. Sections 5 and 6 assert that certain types of linkages—linkages that cross institutional domains—can predominantly for certain types of knowledge syntheses. (LP)

ED 243 780 SO 015 627

Leinhardt, Gaea *Leinhardt, Samuel*
The Evaluation of Social Outcomes in Education.
Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC; National Science Foundation, Washington, D.C.
Pub Date—84

Grant—NICHD-1-RO1-HD-12506-1; SOC-79-08841

Note—25p.; For related documents, see SO 015 626-628. In: Spiro, Shimon E., Ed. and Yuchtman-Yaar, Ephraim, Ed. *Evaluating the Welfare State: Social and Political Perspectives*. New York, Academic Press, 1983. p295-317.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Disabilities, Educational Practices, Evaluation Methods, Group Dynamics, Inter-group Relations, Intervention, Mainstreaming, Racial Integration, School Desegregation, Social Integration, Social Science Research

Social relations data is an especially useful but often neglected means of obtaining information on the effects of social processes that are involved in educational interventions. A four-fold table conceptualizes educational interventions and their outcomes as consisting of social and academic interventions and their outcomes. This model characterizes programmatic interventions as a mechanism for changing opportunities and making interaction more or less convenient. The model is applied to evaluation of two nationwide policies that call for social intervention in public education: racial desegregation and the mainstreaming of mildly handicapped children. In the case of desegregation, data include numerical levels of desegregation, the level of effort, and the repeated measures of social interaction. The outcome noted is the level of integration across various settings. The optimum process for developing data on social outcomes is sociometric testing. (LP)

ED 243 781 SO 015 628

Pellegrino, James W. *Glaser, Robert*
Analyzing Aptitudes for Learning: Inductive Reasoning.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Note—79p.; For related documents, see SO 015 626-627. In: Glaser, R., Ed. *Advances in Instructional Psychology*. Hillsdale, N.J., Lawrence Erlbaum Associates, 1982. v2, p269-345.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Aptitude, Aptitude Tests, Cognitive Ability, Cognitive Processes, Educational Research, Induction, Instruction, Skill Analysis, Skill Development

A major focus of the psychology of instruction is understanding and facilitating the changes in cognition and performance that occur as an individual moves from low to higher competence in a domain of knowledge and skill. A new program of research which examines the initial state of the learner as a component of this transition in competence is described in this 8-part document. Part 1 introduces two previous attempts to relate aptitude to instruction: differential aptitude tests and aptitude treatment interaction. Part 2 provides an overview of the two general research approaches to aptitude analysis, the cognitive correlates approach and the cognitive components approach. The approach taken in the present research effort is described as a task analytic approach that considers basic processes, executive strategies, and content knowledge in aptitude test performances of skilled and less skilled individuals. Part 3 considers the relationship between inductive reasoning and general ability. Common

generic properties of inductive tasks are discussed as are different types of inductive items on aptitude tests. Part 4 outlines earlier theories on analogical reasoning performance. Problem features, processing models, item processing data and theory, item errors, and performance are analyzed for figural, numerical, and verbal analogy solutions in parts 5 through 7. A final part discusses results of research, concluding that a number of interrelated factors differentiate high and low skill individuals. These factors include management of memory load, organization of an appropriate knowledge base, and procedural knowledge of task constraints. (LP)

ED 243 782 SO 015 629

Chilcoat, George W.
The Schoolmarm and the Big City Immigrant: The Study of the American Urban Experience through Popular Culture.

Pub Date—26 Nov 83

Note—30p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (San Francisco, CA, November 26, 1983). For related documents on using popular culture to teach American history, see SO 015 630-631.

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Studies, Cultural Activities, Cultural Awareness, Cultural Education, Cultural Pluralism, Ethnic Groups, Humanities Instruction, Immigrants, Instructional Materials, Learning Activities, Popular Culture, Secondary Education, Social History, Social Problems, Social Studies, Theater Arts, United States History, United States Literature, Urban Culture

Activities focusing on three popular culture genres of the late nineteenth century—the muckraker magazine, the dime novel, and melodrama—help secondary students appreciate the ethnic diversity, social problems, and social themes of turn-of-the-century urban America. Material is divided into four sections. Following an introduction, the first section describes advantages of using these genres in the classroom. In the remaining sections, historical background and literary characteristics of each genre are accompanied by a description of a major student project. Students design and write a muckraking magazine, write a dime novel, and produce a melodrama based on themes relevant to the period. For each activity, directions, layout design, and evaluation questions are provided. (LP)

ED 243 783 SO 015 630

Chilcoat, George W.
History of America: A Popular Music Approach.

Pub Date—84

Note—20p.; Paper presented at the Rocky Mountain Regional Conference (Phoenix, AZ, April 11, 1984). For related documents on using popular culture to teach American history, see SO 015 629-631.

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Studies, Attitudes, Cultural Activities, Cultural Awareness, Cultural Education, Discographies, Humanities Instruction, Instructional Materials, Leaders, Learning Activities, Life Style, Music, Patriotism, Popular Culture, Secondary Education, Social History, Social Problems, Social Studies, United States History

Identifiers—Popular Music

The study of popular music can be an effective method of examining social and cultural life. Popular music emphasizes the variety of human existence, goals, outlooks, and biases. A pervading theme in popular American music between 1959 and 1984 has been the theme of "America." Over 200 songs reflect personal, social, and political concerns about the United States. A list of many of these songs is divided into categories of American lifestyles, American music, famous Americans, patriotism, and social statements and problems. The latter category is subdivided into music on adolescence, politics, urban life, women's awareness, Black awareness, automation/technology, religious awareness, voting, Indian awareness, ecology, anti-war issues, and society in general. The list includes publication date, record company, and recording artist for all songs. An activity designed for secondary school students involves small groups in analyzing a number of songs to determine theme, audience, major issues, fact vs. opinion, present-day

relevance, and making a class presentation of findings. Guide questions and a chart are provided for the students. (LP)

ED 243 784 SO 015 631

Chilcoat, George W.
Teaching the Slave Experience: Using Popular Culture as Technique.

Pub Date—14 Apr 84

Note—30p.; Paper presented at the Rocky Mountain Regional Conference (Phoenix, AZ, April 14, 1984). For related documents on using popular culture to teach American history, see SO 015 629-630.

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Studies, Black Culture, Black History, Cultural Activities, Cultural Awareness, Cultural Education, Humanities Instruction, Instructional Materials, Learning Activities, Popular Culture, Propaganda, Secondary Education, Slavery, Social History, Social Studies, Theater Arts, United States History, United States Literature

Popular culture genres of the mid-nineteenth century—the anti-slavery almanac, dime novel, panorama, and propaganda play—provide secondary school teachers with an historical medium to help students understand the conditions of slavery. Following an introduction to the uses of these genres in teaching, separate sections contain historical background and a major student project related to each genre. Teaching procedures, student directions, layout guidelines, and evaluation questions and techniques are provided for writing an anti-slavery almanac, writing a dime novel, creating a panorama, and creating and performing a propaganda play. Diagrams and figures help students visualize the design for each project. (LP)

ED 243 785 SO 015 632

Kahle, Jane Butler
Girls in School/Women in Science: A Synopsis.

Pub Date—84

Note—16p.; Paper presented at the Annual Women's Studies Conference (8th, Greeley, CO, January 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Classroom Environment, Educational Improvement, Educational Research, Equal Education, Evaluation Methods, Females, Literature Reviews, Negative Attitudes, Science Education, Science Instruction, Sex Differences, Sex Fairness, Sex Role, Social Science Research, Student Attitudes, Student Motivation, Student Needs, Teacher Effectiveness, Teacher Influence, Womens Education

Research from sociology, science education, mathematics education, and psychology, as well as data from the National Assessment of Educational Progress (NAEP) indicate some of the causes of and potential solutions for sex inequities in science education. NAEP has indicated that 13- and 17-year-old girls have strong negative attitudes toward science and have little belief that the discipline can be useful to them. Research suggests that social factors (role models and sex stereotypes), educational factors (enrollment patterns, adult expectations, and class activities), and personal factors (spatial visualization) all contribute to this negative attitude. Possible remedies include adaptation of teaching strategies to female student needs, use of experiments that would enhance girls' spatial abilities, and incorporation of structured lab work. A national study has identified 10 teaching factors that affect retention of girls in science, including attractive classrooms, nonsexist teacher-developed materials, teacher awareness of sexism, and teacher encouragement of extracurricular activities. (LP)

ED 243 786 SO 015 633

Abel, Theodora Mead *And Others*
Women and Mathematics: Research vs. Achievement in Education.

Pub Date—83

Note—16p.; Paper presented at the Annual Mid-year Conference of the American Educational Research Association Research on Women and Education Special Interest Group (9th, Tempe, AZ, November 3-5, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biological Influences, Educational Research, Elementary Secondary Education, Environmental Influences, Females, Males, *Mathematics Achievement, Mathematics Education, *Mathematics Skills, Nature Nurture Controversy, *Sex Differences, Sex Fairness, *Sex Stereotypes, *Spatial Ability, Teacher Attitudes, Teacher Influence

Many educators and researchers who believe that girls have less mathematical ability than boys associate this deficiency with girls' inferior spatial ability. This generally accepted belief that spatial skills are a major prerequisite for math achievement was tested through a study of the visual-spatial skills of a sample of 32 professional mathematicians. Subjects responded to the Witkin Embedded Figure Test and participated in brief individual interviews regarding childhood environment and recreational activities. There was little indication from the test that a strong or clear causal relationship exists between the subjects' ability to solve problems presented in the EFT and their achievement in mathematics. Moreover, interviews indicated no consensus that visual-spatial skills were useful to mathematics. Researchers suggest that environment rather than innate ability may be a key factor in math performance. Thus, the source and utility of visual-spatial skills might better be determined by observation and examination of education and experience in school and elsewhere rather than by a search for innate, fixed, and immutable cultural and biological factors. Teachers' beliefs that girls have less math ability than boys or that girls are unsuited for math-related careers can seriously affect the way they teach and what their students learn. (LP)

ED 243 787 SO 015 634

Hamblen, Karen A.

The Application of Questioning Strategy Research to Art Criticism Instruction.

Pub Date—84

Note—30p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Art Education, *Critical Thinking, Educational Innovation, *Educational Needs, Elementary Secondary Education, Higher Education, Learning Processes, Models, Problem Solving, *Questioning Techniques, Research Utilization, Student Motivation, Student Participation, *Teacher Education

Identifiers—*Art Criticism

Research studies on classroom questions and on learning models can provide information on how art criticism can be integrated into art education so that students are involved in exploratory experiences that tap higher levels of thinking. First, teachers need to be trained specifically in art criticism questioning formats in which there is an emphasis on complex levels of thinking. To be effective, this training requires that teachers model and practice questioning techniques as well as code their own questions. Some structure for the categorization of questions and for the development of higher level questions is necessary. Art teachers also need training in the formal qualities of question construction. For example, teachers need to allow for ample pause time, to ask probing and elaborative questions, to involve all students, and to avoid rhetorical questions. Since small group discussions have been correlated with higher cognitive questions, art teachers need to examine the quality of the many one-to-one interactions that normally occur in art classes. (RM)

ED 243 788 SO 015 635

Mazey, Mary Ellen Lee, David R.

Her Space, Her Place: A Geography of Women.

Resource Publications in Geography.

Association of American Geographers, Washington, D.C.

Report No.—ISBN-0-89291-172-7

Pub Date—83

Note—93p.

Available from—Association of American Geographers, 710 Sixteenth Street, N.W., Washington, DC 20009 (\$5.00).

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abortions, Contraception, *Demography, Employment Patterns, Family (Sociologi-

cal Unit), *Females, *Feminism, Geographic Concepts, *Geographic Distribution, *Human Geography, Literature Reviews, Migration Patterns, Place of Residence, Regional Attitudes, Residential Patterns, Salary Wage Differentials, Sex Differences, Sex Discrimination, Sex Role, Social Differences, Social Problems, Social Values, *Sociocultural Patterns

Identifiers—Environmental Attitudes, Equal Rights Amendment

Presented from a geographical perspective, this book examines major themes of human geography by drawing from the literature on feminism. The book is arranged into four parts. Part 1 examines sex ratios throughout the world, geographical distribution of female rights and status, spatial patterns of the Equal Rights Amendment ratification, the geography of disparity (inequality in educational level, income, and/or mortality), and spatial patterns of abortion rates and contraception practices. Part 2 analyzes transportation, migration, and the spread of innovations from one locale to another. Part 3 focuses on women's attitudes toward the environment and discusses sex differences in environmental perception, barriers preventing women from traveling freely, attitudes toward distant places, and the question of whether sex differences in environmental attitudes are innate or learned. Part 4 looks at women's role in changing the natural landscape, food production, the built environment, and the cultural landscape. The final part briefly considers other areas of geographic inquiry for women. The text includes numerous maps, graphs, and diagrams and concludes with a bibliography of over 200 books, articles, and resource papers. (LH)

ED 243 789 SO 015 636

Pilling, George, Comp.

Reference Sources for Folklore Studies.

Pub Date—28 Feb 84

Note—9p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Dictionaries, Educational Resources, Elementary Secondary Education, Encyclopedias, *Folk Culture, Higher Education, Periodicals, Reference Materials

An annotated listing contains 35 basic reference materials on folklore. Following a discussion of the definition of folklore, citations are divided into the following categories: encyclopedias and dictionaries, national and regional encyclopedias and dictionaries, bibliographies, guides, indexes, and periodicals. The Library of Congress classification, bibliographic information, and a brief description are provided for each entry. Some sources are published in foreign languages only. Most materials cited were published between 1962 and 1980. (LP)

ED 243 790 SO 015 638

Cox, John W.

College Art Faculty Attitudes toward Instructional Innovation.

Pub Date—84

Note—33p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Change, Educational Needs, Educational Research, Educational Theories, Higher Education, *Instructional Improvement, *Instructional Innovation, *Teacher Attitudes, Teacher Effectiveness, *Visual Arts

A nationwide study was undertaken to gain insight into the process of instructional innovation within higher education visual arts programs. Existing theory provides little insight into the innovation process within arts programs offered at the college/university level. Moreover, the economic pressures facing higher education and a demographically changing student population make it mandatory that instructional programs in art be receptive to change as a means of ensuring their survival. Fifteen factors related to individual attitudes and demographic attributes were identified as the independent variables of the study. The single dependent variable was the individual faculty member's attitude towards innovation. A questionnaire based on the 15 factors was developed and distributed to a random sample of art faculty in 33 American colleges and universities. Respondents (N=201) indicated their familiarity and experience

with as well as future plans for four instructional innovations: (1) team teaching; (2) contract learning; (3) mastery learning; and (4) computer-assisted instruction. Results indicate that a predisposition toward instructional innovation is most likely to occur with art faculty who have favorable attitudes towards innovation, are tenured, see themselves as knowledgeable about innovation, perceive their classroom role as a facilitator rather than as an authority figure, and describe themselves as educators first and artists second. (LP)

ED 243 791 SO 015 641

Women: A Bibliography of Resources in the Anchorage School District.

Anchorage Borough School District, Alaska.

Pub Date—Jan 84

Note—91p; Prepared by the library resources personnel.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, Elementary Secondary Education, Females, Feminism, Filmographies, Resource Materials, *Womens Studies

Identifiers—Alaska (Anchorage), Womens Literature

Over 500 books, films, sound recordings, and other resource materials about women are listed in this annotated bibliography. Although some entries were published as early as the 1700's, most of the materials were produced in the 1970's and 1980's. Representing a wide range of women-related topics, the materials focus primarily on women's history and women's rights. Although the bibliography is targeted specifically to resources available in the Anchorage (Alaska) School District, each bibliographic citation includes author, publisher, and date of publication to assist users in other locations; many entries include brief annotations. Additional reference sources for women's studies and a list of films precede extensive subject and biographic indexes. (LH)

ED 243 792 SO 015 644

Novak, John M.

Inviting Research: Paradigms and Projects for a Theory of Educational Practice.

Pub Date—84

Note—19p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Environment, Educational Research, *Educational Theories, Elementary Secondary Education, Foreign Countries, *Humanistic Education, *Models, Needs Assessment, Teacher Role, *Teaching Methods

Identifiers—*Invitational Education

Research projects needed in invitational education will vary according to the concept of invitational education held. Three paradigms for invitational education are presented, with research projects suggested for each. First, for those who see invitational education as an "integrative setting," it is suggested that the development of explicit criteria for including, excluding, and transforming available research is needed. Next, researchers viewing invitational education as primarily involving skill acquisition need to develop arguments and strategies for those who question the desirability and efficacy of such an approach. Special attention is paid in this section to research studies on teacher efficacy, self-monitoring, and the "managed heart." Finally, for those who think invitational education should be about the inviting of educative events, a 4 x 4 grid is presented using basic notions of Stephen C. Pepper's "World Hypotheses" and D. Bob Gowin's "Educating." The model provided for inviting educative events could also be used in other professions. (Author)

ED 243 793 SO 015 645

Geis, George L. And Others

Instructional Development: Developmental Testing.

Pub Date—84

Note—66p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). For document on revision procedures, see SO 015 646.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Curriculum Development, Curriculum Evaluation, Curriculum Research, Educational Assessment, Field Tests, *Formative Evaluation, Higher Education, *Instructional Design, Instructional Development, Material Development

Identifiers—*Revision Processes

A review of the research literature on systematic instructional design indicates that few empirically supported guidelines exist for testing materials under development and for improving materials on the basis of feedback from potential learners. In an analysis of 17 textbooks on instructional design, eight specific aspects to be considered in developmental testing of instructional materials were identified: criterion performance, number of students, population characteristics, role of students, role of developer, method of data collection, basis of revision, and testing environment. Findings indicate: (1) some, but not universal, agreement on particular aspects of developmental testing, (2) major differences concerning the nature of developmental testing activities, (3) a plethora of general advice but few specific guidelines, (4) little linkage between guidelines for developmental testing and guidelines for revision, (5) no apparent recognition of and no reference to other areas of education and psychology which might contribute to a technology of developmental testing, and (6) little research support for the proposed guidelines. Appendices include a bibliography, flow charts, a summary table noting each author's suggestions regarding each of the eight categories of developmental testing, and a survey questionnaire on the process of developmental testing and revision of prototype instructional materials. (LH)

ED 243 794 SO 015 646

Weston, Cynthia. And Others

Instructional Development: Revision Procedures.
 Pub Date—84

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). For document on developmental testing, see SO 015 645.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Curriculum Evaluation, Curriculum Research, Educational Assessment, Field Tests, *Formative Evaluation, *Guidelines, Higher Education, *Instructional Design, Instructional Development, Material Development, Needs Assessment, *Self Evaluation (Groups)

Identifiers—*Revision Processes

A review of the literature on systematic instructional design suggests that few empirically tested guidelines exist for testing and revising materials during the development stages. The revision process can broadly be based on one of two distinct strategies, internal review or developmental testing. Internal review strategies include referring once again to each of the components in the original design sequence and using additional guidelines or checklists beyond the ones provided in the original design model. Developmental testing involves testing materials and improving them on the basis of feedback from potential learners. Developmental testing-based revision strategies include: (1) indicating errors by noting nonverbal behavior of test subjects, using "frame errors," and reviewing posttest data; (2) determining the importance of errors, using criterion performance on a posttest; (3) localizing errors by asking students and by keying posttest items directly to instructional content; (4) determining causes of errors such as learner attributes, prerequisite problems, and/or defective teaching; (5) making changes by checking against original design algorithms; and (6) testing out the revision via student data, experts' opinions, and job performance analysis. Appendices include a bibliography and a summary table of the preceding developmental testing-based revision strategies. (LH)

ED 243 795 SO 015 647

Blanchi, Suzanne M. Spain, Daphne

American Women: Three Decades of Change. Special Demographic Analyses, CDS-80-8.
 Bureau of the Census, Washington, DC. Center for Demographic Studies.
 Pub Date—Aug 83

Note—43p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Birth, Birth Rate, *Census Figures, Divorce, Education, Employed Women, Family Life, *Females, Feminism, Heads of Households, Income, Labor Force, Marriage, Nontraditional Occupations, Poverty, Salaries, Sex Discrimination, Sex Fairness, *Social Change, Widowed

One of a series of reports which use Census Bureau data to provide perspective on important demographic and socioeconomic trends and patterns, this analysis describes changes that have affected women's roles in the last 30 years. Topics discussed are: marriage, divorce, widowhood, childbearing, household and family living arrangements, education, labor force participation, earnings, and per capita income and poverty. Conclusions include the following: Fertility is lower, and labor force participation is higher. Women are marrying later now than they did 30 years ago, and thus have more time to attend school or gain work experience prior to marriage. Women are getting divorced more often, but they are also remarrying at a high rate. Since 1950, relatively more women are completing college and higher degrees, but they are still majoring in traditionally female fields. The average earnings of women in relation to men have not risen over the past 30 years. Appendices contain tables showing marital status by age and sex and changes in the distribution of women across family statuses. (RM)

ED 243 796 SO 015 648

Brenzel, Barbara M.

History of 19th Century Women's Education: A Plea for Inclusion of Class, Race, and Ethnicity.
 Working Paper No. 114.

Wellesley Coll., Mass. Center for Research on Women.

Pub Date—83

Note—22p.; Research supported by the Anna Wilder Phelps Fund.

Available from—Center for Research on Women, Wellesley College, Wellesley, MA 02181 (\$3.00).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Authors, *Educational History, Educational Practices, Educational Trends, Equal Education, Females, Higher Education, Literary History, Nineteenth Century Literature, Novels, Social Attitudes, Social Bias, Social History, Social Values, Socioeconomic Status, Teaching Methods, *Womens Education, *Womens Studies

Identifiers—Beecher (Catherine E), Willard (Emma Hart)

In this overview of precedents set in the informal and formal education of women of the 19th century, a revisionist approach to the history of education is outlined. Such an approach focuses not only on the elite women's struggles for education, but also on the education of women of color, different classes, and various ethnic backgrounds. Popular 19th century women's literature by authors such as Linda Kerber, Reverend William Alcott, Sara Hale, Lydia Maria Child, Lydia Sigourney, and Catherine Sedgwick is recommended as a valuable source of information about 19th century social prescriptions and women's role in education. In addition to these resources, the author recommends an investigation of the works of educational theorists, Emma Willard, Catherine Beecher, and Mary Lyon. The importance of the teaching profession on women's historical development is emphasized, and is followed by a discussion about ways in which popular education and female consciousness mesh with the formal and informal education of black women. In addition to using popular 19th century literature and educational theory to teach about interrelationships among race, class, gender, and education, the author recommends the use of more recent novels by authors such as Agnes Smedley and Anzia Yezierska. (LH)

ED 243 797 SO 015 658

Southwick, Neal S. Kassebaum, Peter A.

The Development, Implementation and Evaluation of a Slide/Tape Family History Module for the Personal and Family History Course at Ricks College.

Pub Date—Mar 84

Note—45p.; Ed.D. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Pa-

pers (043) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Audiovisual Instruction, *Course Content, Course Evaluation, *Curriculum Development, Educational Technology, Evaluation Methods, Higher Education, Models, Units of Study

Identifiers—*Family History

An audiovisual (a/v) module for use in a family history course at Ricks College (Idaho) which was developed, implemented, and evaluated is described. The following procedures were used: current literature was reviewed, an instructional model was followed in developing and testing the audiovisual module, the media lab at the college was utilized for the development of the module, and the implementation and evaluation of the module was conducted using experimental and control groups. A pre-assessment test administered to students of two different classes showed that their knowledge and feeling for family history was on the same level of understanding at the beginning of the course. After showing the a/v module in the experimental class and using the lecture method in the control class, the post-assessment test was administered. Students who saw the a/v module scored significantly better on the posttest than did the students who were in the lecture class. Several recommendations emerged from the study: the module should be shortened and possibly put on videotape; further a/v modules should be considered; and results of the a/v study should be shared with other institutions. Four appendices include the instructional model on which the module was based, a copy of the pre-assessment test, the script of the audiovisual module, and a list of slide illustrations. (Author/LP)

ED 243 798 SO 015 659

Carranza, E. Lou

Pedagogics in Mexican American Studies.

Pub Date—82

Note—17p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Studies, Course Content, *Curriculum Development, Educational Strategies, Educational Theories, Higher Education, Instructional Development, Interdisciplinary Approach, Mexican Americans, Multicultural Education, *Teaching Methods

A pedagogy appropriate to college level courses and comprised of interdisciplinary content, multidisciplinary faculty, and students from diverse academic backgrounds and with varying levels of skills merits development. A taxonomy of some of the difficulties in the construction of such a course in Mexican American studies, for example, focuses on five organizational areas: frame of reference, assumptions, elements, interpretations, and theories. Establishing an appropriate frame of reference requires a broad description of course content in order to establish course scope for the student. It also requires that the instructor be informed about the subject matter and have a clear concept of instructional purposes, strategies, and expectations for students. The assumptions, or presuppositions, about the course should be clearly stated at the outset of the course. These may include assumptions about such areas as the nature of man, history, or the purpose of life. The selection of elements refers to establishing key terms and concepts. The fourth consideration concerns interpretations, and models used to display them. An interpretation should be systematically consistent and exhibit a smooth empirical fit with the facts of the world. Finally, theories attempt to relate existent facts properly. (LP)

ED 243 799 SO 015 660

Grove, Cornelius Lee

Preparing for an American Adventure. Participant's Manual [and] Leader's Guide.

AFS International/Intercultural Programs, Inc., New York, N.Y.

Pub Date—82

Note—56p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cultural Awareness, Ethnic Groups, Experiential Learning, *Geographic Regions, High Schools, Instructional Materials, Interpersonal Relationship, Learning Activities, Orientation Materials, Regional Characteristics, Social Experience, *Student Exchange Programs, *Subcultures, Units of Study, Values

Identifiers—*United States

Prepared as a predeparture orientation program

for high school students participating in an exchange experience within the United States, this publication may also be useful to any adolescent or adult about to relocate within the United States. Materials are divided into a student handbook and a leader's guide. The student handbook focuses on four topics, each covered in a separate section: expectations, themes and variations in American life, characteristics of American regions, and success as an intercultural sojourner. In section 1, students describe their uncertainties and fears regarding their impending trip. Section 2 helps students examine certain American values and characteristics such as success, assertiveness, time consciousness, and restlessness. Section 3 describes different cultural regions within the United States, including "Dixie," the American "breadbasket," New England, Alaska, the islands and MexAmerica. In the final section, students read case studies and consider a number of interpersonal skills that may help them have a more successful exchange experience. Each section has supplementary readings which encourage students to consider additional questions related to cultural diversity. The leader's guide contains activities and explanations to accompany the student handbook. For each activity, goals, materials, time requirements, and procedures are outlined. Activities revolve around reading, discussion, group work, and reports. (LP)

ED 243 800 SO 015 662

Morrison, James

Annotated Bibliography of Literature on Social Indicators, Future Studies, and Policy Analysis. Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.—TR-509

Pub Date—Nov 80

Note—77p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, *Educational Policy, Educational Research, Evaluation Methods, *Futures (of Society), Higher Education, *Policy Formation, *Public Policy, *Social Indicators, Social Science Research

Designed for researchers and leadership trainers, this annotated bibliography reviews approximately 150 documents and journal articles on social indicators, future studies, and policy analysis published between 1970 and 1980. Social indicators and future studies references are organized within the following categories: general, theoretical, education, and methods. Policy analysis literature is grouped as one general unit. Citations, listed alphabetically by author within categories, include publisher, date, and a brief abstract. (LP)

ED 243 801 SO 015 663

Shaping a Nation: The Role of the Livestock & Meat Industry in History & Economics [Teacher's Guides and Activity Masters].

National Live Stock and Meat Board, Chicago, IL. Education Dept.

Pub Date—Apr 84

Note—53p.; Project coordinated by the Illinois Council on Economic Education and developed with a special grant from the National Live Stock Producers Association. Reproductions of film-strip frames may not reproduce clearly. Filmstrip, cassette, and poster available from the National Live Stock and Meat Board.

Available from—National Live Stock and Meat Board, 444 North Michigan Avenue, Chicago, IL 60611.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Agriculture, Agricultural Education, *Agricultural Production, Animal Husbandry, Audiovisual Aids, Economics, Farm Management, Instructional Materials, Intermediate Grades, Learning Activities, Livestock, Marketing, *Meat Packing Industry, United States History

Recommended for use with students in grades 4-6, this audiovisual kit focuses on the role of the livestock industry in history and economics. A brief historical survey of the origin of cattle and hogs in the United States relates the livestock industry to the growth and expansion of the country. A look at two modern livestock operations introduces students to three key economic concepts: factors of production, the market system, and specialization. Although the kit is intended to be used with filmstrips and cassettes, complete narration and

black-and-white reproductions of all frames in the filmstrips are included in the first of four teachers' guides. Also included are a bibliography, glossary, and film pre- and postviewing activities. Each of the other guides treats one of the three concepts (production, marketing, and specialization) in depth and includes student objectives, activity ideas, extension activities, corresponding activity masters, and answer keys. (LH)

ED 243 802 SO 015 664

Fennema, Elizabeth, Ed. Ayer, M. Jane, Ed.

Women and Education. Equity or Equality?

National Society for the Study of Education, Chicago, Ill.

Report No.—ISBN-0-8211-0507-8

Pub Date—84

Note—266p.

Available from—McCutchan Publishing Corporation, P.O. Box 774, Berkeley, CA 94704 (\$21.75; \$19.50 in quantities of 10 or more copies).

Pub Type—Collected Works - General (020) — Information Analyses (070) — Books (010)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Academically Gifted, Career Development, Curriculum Development, Curriculum Problems, Educational Administration, Educational Objectives, *Educational Policy, Educational Research, Educational Trends, Elementary Secondary Education, *Equal Education, Feminism, Futures (of Society), Higher Education, Mathematics Achievement, Mathematics Instruction, Minority Groups, Models, Postsecondary Education, *Sex Bias, *Sex Differences, Sex Fairness, Sex Stereotypes, Social Science Research, *Women's Education, Womens Studies

Suitable for use in postsecondary courses in women's studies, curriculum theory, educational policy, or introductory educational administration, this book presents current scholarship on educational goals for women as well as the role and position of women in education. Twelve essays are presented in separate chapters. Chapter 1, an introduction to conceptual approaches, offers 4 theoretical models for considering the position of women in the educational process: pluralism, assimilation, deficit (the assumption that deficits in cognitive areas are sex-related), and social justice. Chapter 2 contains a brief re-examination of the history of American education from a feminist perspective. Chapter 3 compares the careers and life satisfactions of gifted women and gifted men as revealed in Lewis Terman's 50-year longitudinal study of gifted individuals. The impact of biological factors on males' and females' differential achievement of educational goals is discussed in chapter 4. Chapter 5 explores the learning behaviors of elementary age girls and boys. Where and why sex-related differences exist in mathematics are discussed in chapter 6. Women's studies in the secondary school curriculum is examined in chapter 7. The application of career theories to the career development of adolescent and young women is the topic of chapter 8. Chapter 9 presents changing patterns and continuing inequities in the education of minority women while chapter 10 presents the continuing inequities facing women in higher education. The final two chapters outline a methodology for improving the discipline of women's studies and offer a definition and brief history of women's studies as a discipline. (LP)

ED 243 803 SO 015 665

McBride, Marjorie And Others

China Curriculum for Secondary Schools.

Connecticut Council for the Social Studies.

Spons Agency—Connecticut Humanities Council, the State Committee of the National Endowment for the Humanities; Connecticut State Dept. of Education, Hartford. Bureau of Vocational Program Planning and Development; U.S.-China People's Friendship Association. Connecticut Chapter.

Pub Date—[May 84]

Note—234p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Art Expression, Chinese, *Chinese Culture, Communism, *Cultural Awareness, Cultural Education, Curriculum Guides, Economics, Ethnocentrism, Family Life, Females, Government Role, Interdisciplinary Approach, Learning Activities, Literature, Natural Resources, Political Attitudes, Regional Characteristics, Secondary Education, Sex Role, Social Studies, Traditionalism

Identifiers—*China, Confucianism, Population Control

Designed to assist secondary teachers in teaching about China, this guide presents six units about the cultural and political patterns of Chinese life. Following a list of resources and audiovisual distributors, unit 1 provides opportunities to examine similarities and differences in Chinese and American world views, particularly attitudes of ethnocentrism. Unit 2 deals with the utilization of natural and human resources and considers China's geographical setting, historical uses of resources in China's traditional economy, and contemporary uses of resources due to modernization. Unit 3 focuses on family and family values and discusses Confucianism and the family system, marriage and family life in traditional and contemporary China, and education. Unit 4 examines the role of women, government population control policy, and status of national minorities. Unit 5 investigates topics of artistic expression including cultural continuity, literature as an expression of personal and social commentary, and symbolism in the arts. The final sections on politics and decision making describe the traditional dynastic political system, the role of the communist party, and the state bureaucracy and its structure. Each unit provides readings, resources appropriate to the unit topic, and learning activities. (LH)

ED 243 804 SO 015 668

Campanella, Alfred J., Ed.

Classroom Teacher's "Idea" Notebook. Social Education, 1982-83, Supplements No. 31-33.

National Council for the Social Studies, Washington, D.C.

Pub Date—83

Note—29p.; Compiled by the ERIC Clearinghouse for Social Studies/Social Science Education. Journal Cit—Social Education; v46 n1 Jan 1982 v47 n2,4 Feb, Apr 1983

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Colonial History (United States), Conflict Resolution, Cross Cultural Studies, Current Events, Disabilities, Economics Education, Educational Games, Elementary Secondary Education, Folk Culture, Foreign Countries, Geography Instruction, Instructional Materials, *Learning Activities, Map Skills, Moral Issues, Political Attitudes, Popular Culture, Problem Solving, Simulation, *Social Studies, United States History, Values Clarification

Identifiers—USSR

A compilation of 13 social studies activities suitable for immediate application in the classroom includes teaching ideas for both elementary and secondary teachers. Activities comprise a simulated mapping expedition to Jamestown colony; a folktale illustration of moral dilemmas; taped interviews with Soviet citizens; simulated employment "interviews" with famous historical figures; a political opinion poll; economic problem-solving; strategies for primary grade current event activities; the use of lists in social studies; the use of key words in social studies; a popular culture, current events, or history scavenger hunt; outline puzzles; a geography-history game for foreign country study; and an activity to heighten student sensitivity to disabled populations. Each activity contains rationale, description, procedure, and a list of necessary materials. (LP)

ED 243 805 SO 015 669

Advisory List of Instructional Media for the Study of North Carolina.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Media Evaluation Service.

Pub Date—Mar 84

Note—17p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indians, Annotated Bibliographies, *Audiovisual Aids, Intermediate Grades, Junior High Schools, *Local History, *State History

Identifiers—Appalachian People, *North Carolina Over 50 books, films, maps, and other audiovisual materials produced between 1972 and 1983 are described in this annotated list of instructional media. Designed for students ranging from grade 4 to grade 8, the materials focus primarily on the study of North Carolina. However, some are more general, such as books about Indians in southeastern United

States, the Appalachian people, and regional legends and tales. Author name, number of pages, date of publication, intended grade level, price, and recommendations for use are given for each title. A list of publisher and producer addresses concludes the document. (LH)

ED 243 806 SO 015 672

Buckland, Freddie And Others

Curriculum Units on Nonsexist Teaching.

Colorado Univ., Boulder. Women Studies Program. Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC. Pub Date—83

Note—508p.; Developed by the Curriculum Design Project. A number of pages and photographs may not reproduce clearly.

Pub Type—Collected Works - General (020) — Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—Asian Studies, Child Rearing, Elementary Secondary Education, Employed Women, Equal Opportunities (Jobs), Females, *Feminism, Mathematics Anxiety, Military Personnel, Nondiscriminatory Education, Nontraditional Occupations, Nonverbal Communication, Postsecondary Education, Preschool Education, Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, Sex Stereotypes, Social Bias, Units of Study, Womens Athletics, Womens Education, *Womens Studies

Identifiers—Greece, Navajo Studies, Womens Literature, World War II

Designed to broaden cognitive knowledge about issues of sexism, over 35 nonsexist curriculum units for students ranging from preschool to postsecondary levels are presented. Although individual curriculum units were designed for a specific educational level, all units can be adapted to fit the needs of teachers in other grades. Arranged in five major parts (preschool, elementary, middle school, junior-senior high, and university), the units provide information on the following: redesigning track and field day to meet Physical Education Title IX requirements, noncompetitive physical activities, understanding sexism, practices that encourage the social development of boys and girls, nonsexist mathematical problems, nontraditional career opportunities, sex role stereotyping and social bias, influence of sex-role stereotyping on career selection, life choices for women, resources on female mythologies, nonsexist fairy tale presentations, understanding math anxiety, women in history, the Navajo women's culture, women and the military, women world leaders, historical and contemporary relationships between men and women in Asian countries, nonverbal behavior, understanding nonsexist language and sex roles, women in World War II, women's lives in ancient and modern Greece, nonsexist childrearing methods, sex equity in literature, feminism, teaching preschoolers about equity, sexism in the schools, and alternative futures for women. (LH)

SP

ED 243 807 SP 023 708

Walker, John H. Kozma, Ernest J.

The Use of a Policy Process Model to Analyze Implemented Educational Policy and Predict Future Policy Developments.

Pub Date—[82]

Note—45p.; Flow chart has small print.

Pub Type—Reports - Descriptive (141) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, Beginning Teachers, *Educational Policy, Elementary School Teachers, Evaluation Criteria, *Evaluation Methods, Futures (of Society), Higher Education, Secondary School Teachers, Standardized Tests, *State Legislation, *State Standards, *Teacher Certification, *Teacher Education, Teacher Evaluation, Teaching Experience

Identifiers—*South Carolina Educator Improvement Act

A process policy model that contains a broad range of categories and matrices that can be used to generate questions is used to analyze the development and application of selected segments of the South Carolina Educator Improvement Act. This act is a comprehensive legislative endeavor to upgrade public education in South Carolina. This pa-

per analyzes, in chart form, four policies that were the result of this act. Policies evaluated include: (1) basic skills test for undergraduate education majors; (2) one semester of student teaching and state mandated system of teacher evaluation; (3) passing score on the National Teacher Subject Area Examinations; and (4) statewide evaluation of experienced teachers and the contract system. The process policy model is also used to predict future trends in teacher education and certification. The appendix, prepared by the South Carolina Department of Education, provides an analysis of Act #187 to provide for the training, employment, and evaluation of public educators. This analysis contains three parts: (1) definition of terms; (2) flow chart for teacher employment and evaluation; and (3) a listing of responsibilities assigned to boards, agencies, school districts, and individuals. (JMK)

ED 243 808 SP 024 103

Roberts, Jane M. E. Woolf, Beth

State-Sponsored Inservice: A Pilot Study of Impact.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED), Washington, DC. Pub Date—Apr 84

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cooperative Planning, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Program Development, *Program Evaluation, *Program Improvement, Research Methodology, *State Programs, Statewide Planning, *Teacher Attitudes, Teacher Workshops

Identifiers—*Maryland

This paper describes various kinds of inservice teacher education sponsored by the Maryland State Department of Education and explores the factors influencing impact on participants in terms of use of knowledge or skills presented. Data were collected by observation, interviews, and questionnaires. A cross-case synthesis of 10 individual case studies is presented. Each of the 10 inservice events was observed and comprehensive process notes were recorded. A summary of the 10 case studies describes planning and preparation, event activities, participant evaluation, intended use of ideas acquired at the event, and actual use. A description of the scope and activities of the events includes data on the audience, length of time of activities, workshop sites, presentation methods, participant evaluation, and intended use of ideas. Interviews conducted about six months after each event provide information on local activities resulting from the state-sponsored inservice, actions taken, reasons for action or inaction, satisfaction as to the usefulness of the events, and individual and organizational impact of the event. A list of 18 conclusions is presented with recommendations for coordinators of state-sponsored inservice. (JD)

ED 243 809 SP 024 135

Toward Preparation Programs to Prepare All Teachers to Respond to Children with Special Needs.

The Dean's Grant Project General Education/Special Education, 1980-83. Final Report. Virginia Commonwealth Univ., Richmond. School of Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Mar 84

Grant—G008001033

Note—130p.; Appendix XI is marginally legible.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Change Agents, Disabilities, *Faculty Development, Higher Education, *Mainstreaming, Preservice Teacher Education, *Program Development, Schools of Education, *Teacher Education Programs, *Teacher Educators

Identifiers—*Deans Grant Project, Education for All Handicapped Children Act

The Dean's Grant Program at Virginia Commonwealth University established a three-year effort to facilitate changes in the training program for elementary and secondary school teachers who will be dealing with disabled children in the regular classroom. The program was designed and conducted as a planning and development effort, not as a personnel preparation activity. Its primary targets were

faculty members of the school of education and the preservice programs they conduct. During the first two years, the major faculty and program development strategy was organized around three mainstreaming development teams. Each met as small units and later as a single, larger team. During the last year, minigrants, faculty seminars, and scope and sequence curriculum development activities in each of the departments were major design characteristics. Throughout the project, a series of support activities, consisting of conferences and workshops, a resource center in the school's multimedia unit, and bibliographies from the university library provided participants with periodic experiences supporting their professional development and program revisions. Detailed descriptions are given of the project's rationale, design, accomplishments, documentation and evaluation, and its impact on students and first year teachers. (JD)

ED 243 810 SP 024 151

Berghoff, Beth K. Berghoff, Paul J.

Do Rules.

Pub Date—[84]

Note—5p.

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, Classroom Environment, *Classroom Techniques, Discipline, Elementary Secondary Education, *Positive Reinforcement, *Student Behavior, Student Role, Student Teacher Relationship, *Teacher Role

Identifiers—*Rules and Regulations

Teachers would find their jobs easier if they had a set of positive statements to communicate classroom rules to students rather than the frequently used "Don't Rules." "Do Rules" are behavioral objectives for use in the area of classroom behaviors. They are most effective when they state exactly what is to be done in a situation. The rules are specific and concrete, for example: "Walk in the classroom and halls: run on the playground" as opposed to "Don't Run." It is also useful to provide students with several choices of appropriate behavior, and students should be encouraged to help write the rules. A list of suggestions is given for writing "Do Rules." (JD)

ED 243 811 SP 024 156

Alter, Judith S. And Others

Teaching Parents to Be the Primary Sexuality Educators of Their Children. Final Report. Volume I: Impact of Programs.

MATHTECH, Inc., Bethesda, Md.

Spons Agency—Center for Disease Control (DHHS/PHS), Atlanta, Ga.

Pub Date—Feb 82

Note—111p.; For the executive summary and additional volumes, see SP 024 157-161.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Course Content, *Curriculum Development, Elementary Secondary Education, Evaluation Criteria, *Family Programs, Needs Assessment, Parent Child Relationship, *Parent Education, Program Evaluation, *Sex Education The project staff for "Teaching Parents to Be the Primary Sexuality Educators of Their Children" designed and implemented a curriculum for use with diverse parent groups and evaluated the impact of the course. This report on the results of the evaluation includes: (1) a review of studies of the content and impact of parent-child communication about sexuality and the impact of sexuality education for parents; (2) an analysis of such programs for parents around the country; (3) procedures and findings of a needs assessment asking parents and experts what should be covered in a course; (4) an explanation of procedures and rationale for developing the model curricula; (5) a discussion of the evaluation instruments and procedures; (6) results of the evaluation of the program's success, specifically the program's impact on parents' knowledge, attitudes, and communication behavior; and (7) a summary of the results and recommendations for future program evaluation and research. A review of major theories on child development is appended. (JD)

ED 243 812 SP 024 157

Alter, Judith S. And Others

Teaching Parents to Be the Primary Sexuality Educators of Their Children. Final Report. Executive Summary.

MATHTECH, Inc., Bethesda, Md.

Spons Agency—Center for Disease Control (DHHS/PHS), Atlanta, Ga.

Pub Date—Mar 82

Note—16p.; For the full report, Volumes I-V, see SP 024 156-161.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Elementary Secondary Education, *Family Programs, Parent Child Relationship, *Parent Education, *Program Content, *Program Development, Program Evaluation, *Sex Education

The project staff for "Teaching Parents to Be Primary Sexuality Educators of Their Children" designed a curriculum for multisession courses, implemented the curriculum with diverse parent groups around the country, and evaluated the impact of the course. Other programs nationwide were also reviewed and guidelines were developed for designing, implementing, and evaluating programs successfully. This executive summary provides overviews of the major findings presented in the final reports. A description is given of the objectives for each of the five units in the curriculum: (1) introduction to the course; (2) sexuality throughout childhood; (3) sexuality in the home; (4) values; and (5) communication skills. Information is included on the demographics of the program participants, and program evaluation findings are discussed. Recommendations are made for further research. (JD)

ED 243 813

SP 024 158

Alter, Judith S. And Others

Teaching Parents to Be the Primary Sexuality Educators of Their Children. Volume II: Guide to Designing and Implementing Multisession Courses. Final Report.

MATHTECH, Inc., Bethesda, Md.

Spons Agency—Center for Disease Control (DHHS/PHS), Atlanta, Ga.

Pub Date—Feb 82

Note—130p.; For the executive summary and additional volumes, see SP 024 156-161.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Community Resources, Course Content, Curriculum Development, Educational Resources, Elementary Secondary Education, *Parent Child Relationship, *Parent Education, *Program Development, Program Evaluation, *Program Implementation, *Sex Education, Teaching Methods

This guide was written to assist program providers in implementing a model curriculum developed for teaching parents to be the primary sexuality educators of their children. It provides an outline of the tasks and considerations to follow when designing and implementing a program, including: (1) suggestions for developing community support; selecting site, sponsor, and facility; and considering expenses; (2) procedures for choosing and training teachers; (3) guidelines for designing the course, including assessing participants' needs, addressing such unique considerations as working with minority families and parents with children of different ages, selecting an appropriate format, and teaching techniques; (4) suggestions to facilitate recruiting participants and maintaining their attendance; (5) recommendations for administering a manageable evaluation; and (6) alternatives to offering a multi-session course. References and a bibliography are included. (JD)

ED 243 814

SP 024 159

Alter, Judith S. And Others

Teaching Parents to Be the Primary Sexuality Educators of Their Children. Final Report. Volume III: Curriculum Guide to Courses for Parents.

MATHTECH, Inc., Bethesda, Md.

Spons Agency—Center for Disease Control (DHHS/PHS), Atlanta, Ga.

Pub Date—Feb 82

Note—221p.; For the executive summary and additional volumes, see SP 024 156-161.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adolescent Development, Adult Education, Child Development, *Communication Skills, Developmental Stages, Elementary Secondary Education, Parent Child Relationship, *Parent Education, *Problem Solving, *Sex Education, Values Clarification

This guidebook is for the use of leaders of programs developed to educate parents who wish to be the primary sexuality educators for their children. It

consists of a number of curricula, some appropriate for parents of adolescents and others primarily for parents of young children. It includes outlines for class activities and discussions as well as references for further reading. Sections of the curriculum deal with: (1) exploration of parents' experience with sex education; (2) a child's cognitive, sexual, and moral development; (3) general sexuality-related information; (4) current or potential sexual issues at home; (5) values and moral attitudes; and (6) communication and problem solving skills. (JD)

ED 243 815

SP 024 160

Alter, Judith S. And Others

Teaching Parents to Be the Primary Sexuality Educators of Their Children. Final Report. Volume IV: Curriculum Guide to Courses for Parents and Adolescents Together.

MATHTECH, Inc., Bethesda, Md.

Spons Agency—Center for Disease Control (DHHS/PHS), Atlanta, Ga.

Pub Date—Feb 82

Note—209p.; For the executive summary and additional volumes, see SP 024 156-161.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adolescents, Communication Skills, Elementary Secondary Education, Family Environment, *Family Involvement, Family Programs, *Parent Child Relationship, *Parent Education, *Sex Education, Values Clarification

This curriculum is designed for parents and adolescents participating together in a program for parents who wish to be the primary sexuality educators of their children. The curriculum consists of units on: (1) exploring and understanding one's own sexuality; (2) adolescent sexuality; (3) sexuality in the home; (4) values; and (5) communication skills. Each unit contains a variety of activities appropriate for families with different ethnic origins, different political and religious viewpoints, and children of different ages. Each unit also contains goals and objectives; an overview of the activities; descriptions of the various activities; homework activities; and supplements such as magazine articles and answer sheets to be used in the session. (JD)

ED 243 816

SP 024 161

Alter, Judith S. And Others

Teaching Parents to Be the Primary Sexuality Educators of Their Children. Volume V, National Catalog of Programs—1981.

MATHTECH, Inc., Bethesda, Md.

Spons Agency—Center for Disease Control (DHHS/PHS), Atlanta, Ga.

Pub Date—Jan 82

Note—154p.; For the executive summary and volumes I-IV, see SP 024 156-160.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Elementary Secondary Education, *Family Programs, Parent Child Relationship, *Parent Education, *Program Content, Program Development, *Sex Education

This catalog is intended for potential program providers and individuals interested in the design and prevalence of parent sexuality education programs in the United States. Information offered on 90 programs includes: (1) sponsor; (2) name of program; (3) contact person, address, telephone number; (4) recruitment strategies; (5) problems encountered; (6) types of materials and resources used; (7) materials developed; (8) funding sources; and (9) evaluation methods. Comments offered by the contact person are included. (JD)

ED 243 817

SP 024 164

New Beginnings for Excellence in Illinois Education. Proceedings of the Presidents' Conference on Excellence in Illinois Education.

Illinois State Univ., Normal.

Pub Date—16 Apr 84

Note—68p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Admission Criteria, Basic Skills, College School Cooperation, *Educational Quality, *Educational Responsibility, Education Courses, General Education, Higher Education, Literacy, *Preservice Teacher Education, *Program Content, *Schools of Education, Secondary Education, Teacher Certification, *Teacher Education Programs

Identifiers—*Illinois

This publication is a compilation of papers presented at the "Presidents' Conference on Excellence in Illinois Education." These conference proceedings outline the complex and difficult nature of the educational problems facing the state of Illinois and the nation as a whole. These papers, by presidents of universities in Illinois, present a series of principles for action which policymakers are urged to consider. Contents include: (1) "Why Are We a Nation at Risk?" (Lloyd Watkins); (2) "Responsibility for Improving Literacy Skills" (George Ayers); (3) "Public School-University Partnerships: What Has Been Successful?" (Leslie Malpass); (4) "The Influence of College Admission Standards on Quality Education in Secondary Schools" (Ronald Williams); (5) "What Is the Most Productive Mix of Pedagogical and Discipline-Based Courses in Teacher Preparation Programs?" (William Monat); (6) "What Is the Most Productive Mix of Liberal Arts, Mathematics, and Science Courses in Teacher Education Programs?" (Stanley Rivers); (7) "Certification and Competency Exams: What Should Be Tested?" (Leo Goodman-Malamuth); and (8) "The Role of the Arts and Sciences in Teacher Education" (Earl Lazerson). Also included are closing remarks by Allan Ostar, president of the American Association of State Colleges and Universities. (JMK)

ED 243 818

SP 024 180

Health and Sanitation Lessons (Africa). Appropriate Technologies for Development. Reprint Series, Number 27.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—[78]

Note—114p.; Translated from the French by Gréme Frélick.

Pub Type—Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Childhood Needs, *Developing Nations, *Discussion (Teaching Technique), Disease Control, Foreign Countries, *Health Education, Health Needs, Hygiene, *Lesson Plans, Nutrition Instruction, Pregnancy, Sanitation, *Teaching Methods

Identifiers—*Africa, Peace Corps

This book contains 43 health, nutrition, and sanitation lesson plans recently translated for use in The Gambia but originally developed by Niger health Peace Corps volunteers. These lessons can be used in a variety of ways in home visits, pre-/post-natal consultations, well-baby clinics, and primary schools. Unlike most traditional health lesson plans which emphasize the lecture method, these Niger lesson plans stimulate and encourage full client participation. Although designed in 1971 for Sahelian countries, these lessons, adapted and modified as appropriate, can potentially serve as a valuable tool for health programs in Francophone Africa today, and perhaps as a guide for materials development in other countries, as well. Included are sections on: (1) antenatal care; (2) childbirth; and (3) home and maternal and child health clinic visits. Appendices provide sample recipes for weaning foods, a nutrition lexicon, and information about complementary proteins. (JMK)

ED 243 819

SP 024 181

Community Health Education in Developing Countries. Appropriate Technologies for Development. Manual M-8.

American Public Health Association, Washington, D.C.

Spons Agency—Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—78

Contract—77-043-1020

Note—208p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Childhood Needs, Community Education, *Community Involvement, Community Programs, *Developing Nations, Disease Control, Foreign Countries, *Health Education, Health Materials, Instructional Materials, Nutrition Instruction, Pregnancy, *Program Development, *Teaching Methods

This manual was developed for those interested in promoting change to improve health conditions of their communities. Parts I and II focus on fundamental health education processes and discuss techniques and approaches for working with community members to plan and develop programs that are responsive to the community's expressed needs and

goals. Part III presents another aspect of educational programs, that of transmitting information about health topics. This section includes specific reference materials on selected health topics relevant to developing countries, and it also discusses methods and aids for presenting such information to individuals or groups. Part IV deals with four common community health problems: nutrition; maternal and child health; control of communicable diseases; and accidents—preventing and meeting emergencies. Six appendices are also included: (1) a discussion of how to construct a sample survey for the population; (2) examples of survey questions; (3) examples of six kinds of educational materials and aids; (4) a bibliography of sources of materials and information; (5) a vocabulary of words used in the manual; and (6) five preliminary guidelines regarding immunizations and health education. (JMK)

ED 243 820 SP 024 182
Aids for Health and Home Extension Volunteers.

Appropriate Technologies for Development. Reprint R-3.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Sep 81

Note—324p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Childhood Needs, Community Education, Community Involvement, Community Role, *Developing Nations, *Disease Control, *Health Activities, *Health Education, *Hygiene, *Instructional Materials, Sanitation, Teacher Role

Identifiers—Peace Corps

This book contains various aids for Peace Corps home extension volunteers. Section I, "Culture Resource Material," contains four articles by Paul Benjamin: (1) "Values in American Culture"; (2) "The Cultural Context of Health Education"; (3) "Problems of Introducing Public Health Programs in Underdeveloped Areas"; and (4) "The Role of Beliefs and Customs in Sanitation Programs." Section II, "How To Community Health Education," supplies five resources: (1) The Group Approach to Introducing New Ideas; (2) Community Organization Aimed at Encouraging Village People to Want to Use a Latrine; (3) The Case of the Missing Latrine; (4) Suggested Outline for Use by Countries in Discussing "Health Education of the Public"; and (5) Documentation of Community Data. The third section, "Sanitation Resource Material," contains: (1) Basic Health Sanitation—Community Improvements; (2) Drink Safe Water; (3) How to Wash Your Clothes; (4) Personal Cleanliness; (5) Wash Dishes Right; (6) Get Rid of Household Pests; (7) Dispose of Waste; (8) Storing Food at Home; (9) Prepare and Serve Safe Meals; and (10) Care for Your Baby. Topics of Section IV, "How To School Health Education," are: (1) Teachers Can Contribute to Child Health; (2) Opportunities for Correlating Health with Other Subject Areas; (3) The Classroom Teacher and Health Education; (4) Suggestions for Constructing a Teaching Unit in Health; (5) Teaching Learning Activities; (6) Draft Syllabus for Health Education for Ages 6-11; and (7) Health Education for the Tropical Mother in Feeding Her Young Child. (JMK)

ED 243 821 SP 024 185

Personal Health Training Manual. Core Curriculum Resource Material. TR-21.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Dec 82

Note—146p.

Pub Type—Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adjustment (to Environment), Behavioral Objectives, Developing Nations, Discussion (Teaching Technique), Disease Control, *Health Activities, *Health Education, Health Materials, Health Needs, *Hygiene, *Lesson Plans, Teaching Methods, *Volunteer Training

Identifiers—Peace Corps

This personal health training manual, intended for all Peace Corps volunteers, presents a series of training sessions dealing with basic health concepts and practices; it is designed to be used by Peace Corps Medical Officers and trainers to help trainees acquire the understanding, skills, and motivation necessary to keep themselves healthy in a new environment, and, whenever possible, to promote "positive health" in the host country. These health

training sessions are designed to be highly participatory and learner-centered. The trainer's primary role is that of a facilitator. This manual is divided into two parts. Part I, "Volunteer Personal Health and Well-Being," consists of six sessions: (1) concept of positive health; (2) diseases and prevention of disease; (3) health maintenance skills; (4) obtaining adequate nutrition; (5) emotional and sexual health; and (6) first aid fair (optional). Part II, "The Volunteer's Role in Promoting Health," consists of four sessions: (7) assessing local health conditions; (8) role modeling positive health practices; (9) conducting a health demonstration (optional); and (10) planning a health project; closure to personal health training. Each of the 10 lesson plans outlined in this manual includes objectives, activities, and references. (JMK)

ED 243 822 SP 024 192

Israel, Richard G.

Effects of Arm Ergometry Exercise on the Reaction, Movement and Response Times of the Lower Extremities.

East Carolina Univ., Greenville, SC. Human Performance Lab.

Pub Date—[83]

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Exercise Physiology, *Fatigue (Biology), Heart Rate, Males, *Motor Reactions, Muscular Strength, Physical Activity Level, *Reaction Time

Identifiers—Arms, *Legs

A study determined the effects of fatigue produced in the upper extremities on the reaction time, movement time, and response time of the lower extremities in 30 male subjects, 19-25 years old. Each subject participated in a 10 trial practice session one day prior to the experiment and immediately preceding the pre-test. The pre-test consisted of four trials with 15 seconds between each trial. One minute after the termination of the progressive arm ergometry exercise, post-test, recovery 1, 2, and 3 reaction time treatments were administered. A single group design ANOVA with repeated measures indicated that reaction, movement, and response times were significantly faster during the pre-test than during the post-test, recovery 1, 2, or 3, while there were no significant differences between mean times for post-test, recovery 1, 2, or 3. The ANOVA for trial effects during the third trial were significantly faster than during the first trial, while there were no significant differences between other trials. It was concluded that heavy physical fatigue produced in the upper extremities transferred to the lower extremities and significantly impaired the whole body reaction time, movement time, and response time and that this deteriorative effect remained during acute recovery. (Author/JMK)

ED 243 823 SP 024 198

Williams, Robert T.

Education General Studies: Graduation without Certification: Separating the Baccalaureate Degree from Teacher Certification.

Pub Date—[80]

Note—14p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, Curriculum Development, *Degrees (Academic), *Educational Innovation, *Education Majors, *General Education, Graduation Requirements, Higher Education, *Special Programs, Student Recruitment, Teacher Education Programs

The Education General Studies curriculum at North Carolina State University is a useful alternative to the teacher education curricula. Because it separates decisions about graduation from certification recommendations, the education general studies curriculum provides the faculty with an honorable alternative to allowing marginal and weak candidates to enter the teaching force. At the same time, it provides certain students with a legitimate opportunity to earn a college degree in education, without forcing them to go through the student teaching experience. Education General Studies was originally conceived of as an "escape valve" for teacher education students who did not want to be teachers or who the faculty felt did not have the potential to be effective teachers. The program also serves those students who eventually wish to complete a certification program in another institution. A small number of students are interested in this program who are looking for a job for which an

education degree provides appropriate preparation, but which does not require teacher certification. An outline of the Education General Studies curriculum is included with this paper. (JD)

ED 243 824 SP 024 203

Beasley, Carol R.

The Principal as Facilitator in Reducing Teacher Stress.

Pub Date—30 Jan 84

Note—34p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (New Orleans, LA, January 30, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Responsibility, *Change Agents, Elementary School Teachers, Elementary Secondary Education, *Principals, Secondary School Teachers, Special Education Teachers, *Stress Management, *Stress Variables, *Teacher Burnout, Teaching Conditions

Research related to teacher stress and burnout has identified various factors related to stress in the areas of role conflict, job satisfaction, and role expectations. Two standardized measures, the Maslach Burnout Inventory and the Stress Profile for Teachers by Wilson, were used to assess stress and burnout in 606 regular and special education teachers in Utah. Comparisons were also made between teachers on various demographic and job-related variables. Administrators rated those factors which teachers suggested as ways to reduce stress in the environment. A summary is presented of ideas for reducing paperwork, clarifying and enforcing discipline standards, and getting extra breaks and time. Tables present data summaries of empirical research on stress and burnout. A chart details findings from previous studies which provided the basis for current research on stress reduction. A list is also provided of teachers' suggestions of factors that would reduce stress and administrators' rating of feasibility for change. (JD)

ED 243 825 SP 024 207

Wise, Arthur E. Darling-Hammond, Linda

Teachers' Views of Educational Policies and Teaching. Collected Papers. Final Report.

Rand Corp., Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—16 Jan 84

Grant—NIE-G-82-0023

Note—110p.; Document contains light type.

Pub Type—Information Analyses (070) — Collected Works - General (020)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Role, Bureaucracy, Core Curriculum, Curriculum Design, *Educational Change, *Educational Policy, Elementary Secondary Education, *Instructional Innovation, Labor Turnover, Noninstructional Responsibility, Policy Formation, Standardized Tests, *State Departments of Education, *Teacher Attitudes, Teacher Education, Teacher Effectiveness, Teacher Evaluation

The papers in this collection report on various aspects of a project which studied the effects of educational policies upon classroom teaching. The background of the project is a set of intensive interviews of 43 randomly-selected teachers in 3 diverse school districts. In "Teaching Standards or Standardized Teaching," the point is made that school systems serious about teacher quality must shun "remote control" accountability measures and treat teachers as professionals. "Beyond Standardization: State Standards and School Improvement" discusses state educational policies mandating standardized testing for students. "The Seduction of Central Office Administrators by Effective Schools Research" raises the question of the reliability of such research and how well state policymakers understand research results. "School Reform by Test Scores: A Logical Extension of American Educational Folly" critically examines the policy of basing teacher evaluation on the results of pupil performance on standardized tests. "Teacher Professionalism: A Radical Approach to Improving Schools" offers suggestions for lessening the bureaucratization of the schools and improving teacher education. "On Standards and Public Policy" argues that public officials are using the wrong approach in their efforts to improve education. (JD)

ED 243 826 SP 024 208

Mann, Marcia And Others

SCATT-SunCoast Area Teacher Training: A Model for Pursuing Excellence in the Teaching Profession—Present and Future.

Pub Date—84

Note—26p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984). Flow charts have small print.

Available from—Sun Coast Area Teacher Training Program Office (EDU 316), College of Education, University of South Florida, Tampa, FL 33620 (\$0.35).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Admission Criteria, *Education Majors, Evaluation Criteria, Higher Education, Incentives, Preservice Teacher Education, *Program Evaluation, *Program Implementation, *Student Recruitment, *Student Role

Identifiers—*Sun Coast Area Teacher Training Program FL *University of South Florida

The Sun Coast Area Teacher Training (SCATT) Program at the University of South Florida is involved in an endeavor to attract and keep bright and talented teachers in the teaching profession. Its mission is to achieve academic excellence and to improve the quality of teacher candidates. SCATT was begun as a collaborative program of the University of South Florida (USF) College of Education and 15 counties in the USF service area and also supported by a special allocation from the Florida State Legislature. SCATT members are recruited from all majors in education. They enter the program, if they meet the entrance requirements, following acceptance into the College of Education (i.e., in their junior year). There are five main components of the SCATT program: (1) student programs; (2) SCATT clinical teacher training; (3) student steering committee; (4) faculty steering committee; and (5) job opportunity. In this paper, program implementation is discussed briefly, and a program evaluation is offered. Questions addressed in detail include: (1) Who participates? (2) What do people say about the program? (3) Do participants feel that what is learned is useful and relevant to teaching? (4) How do top level administrators feel about the program? and (5) Are the goals of the program compatible with those of the community? Three flow charts describing the SCATT program are appended. (JMK)

ED 243 827 SP 024 211
Illinois Teacher Salary Schedule and Policy Study, 1983-1984.

Illinois Association of School Boards, Springfield; Illinois Education Association, Springfield; Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date—Feb 84

Note—194p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Collective Bargaining, Elementary Secondary Education, *Local Norms, Negotiation Agreements, *School Districts, *State Norms, *Teacher Employment Benefits, *Teacher Salaries, Unions

Identifiers—*Illinois

This publication contains information on salary schedules, actual salaries paid, salary policies, and fringe benefits for teachers in Illinois. Part I presents descriptions of statewide survey results: (1) salary practices; (2) average scheduled salaries; (3) salary schedule adoption dates; (4) districts with signed agreements; (5) districts without signed agreements; and (6) salary policies and fringe benefits. Salary schedule and policy information in parts II and III are grouped according to district type and size. Specifically, salary information is shown separately for elementary, secondary, and unit districts, grouped by enrollment size. Information is provided in part II on minimum and maximum salaries based on the academic degree held by the teacher; teacher organization affiliation in districts with signed agreements; and salary schedule development processes in districts without signed agreements. Part III lists the salary schedule and policy/provision information for each individual elementary, secondary, and unit district respectively. (JD)

ED 243 828 SP 024 213
Teacher Salary Study, 1983-1984. Statistical Report Series, Volume 1/Number 73.
South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date—Mar 84

Note—106p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Elementary School Teachers, Elementary Secondary Education, *Local Norms, *School Districts, Secondary School Teachers, *State Norms, *Teacher Salaries

Identifiers—*South Carolina

Salary schedules are presented for those elementary and secondary school teachers in South Carolina who possess a professional or "A" certificate and are employed for a regular school term. The estimated average teacher salaries for the State and each school district are calculated from Fall 1983 contracted teacher salaries, which are reported through the Basic Education Data System. The end-of-the-year average teacher salaries for 1982-83 are calculated from teacher salary information which appears on the final update of the Professional Certified Staff Listing from the 92 school districts. Both the estimated and actual end-of-the-year average teacher salaries are derived through summing the total contracted salaries for full-time teachers and dividing the sum by the total number of full-time teachers. The average annual teacher salary for 1982-83 and the estimated average teacher salary for 1983-84 appear for each school district and for the state. (JD)

ED 243 829 SP 024 214

Grayson, Dolores A. Martin, Mary D.

Gender Expectations and Student Achievement: A Teacher Training Program Addressing Gender Disparity in the Classroom.

Pub Date—27 Apr 84

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Attitude Change, Classroom Research, Elementary Secondary Education, Expectation, *Faculty Development, *Sex Bias, *Sex Fairness, Sex Stereotypes, Socialization, Student Teacher Relationship, *Teacher Attitudes, *Teacher Behavior

A teacher training program, Gender Expectation and Student Achievement (GESA), seeks to produce equal interest and achievement in mathematics, reading, and language arts in boys and girls. The training model is designed to increase the achievement of both sexes and to reduce teachers' gender-stereotyped behavior. It includes teacher workshops, classroom observations of one another's teaching techniques, feedback to support teachers and to have them report changes they are observing in their classrooms, and pre- and post-tests in the selected academic subjects. Students and teachers also respond to a gender-based questionnaire before and after the treatment. Nineteen teachers from five Los Angeles County (California) school districts are participating in the program. Data collection materials are the GESA classroom observation model; mathematics, reading and language arts achievement tests; and the "Who Should" gender bias questionnaire. A discussion is presented on the five areas of gender bias in the classroom: (1) instructional content; (2) grouping and organization; (3) discipline; (4) self-concept; and (5) evaluation. The GESA training approach to overcoming biased behavior in these areas is described, and results of comparisons of pre-training observations are discussed. Projected follow-up activities are listed. (JD)

ED 243 830 SP 024 215

Adler, Susan A.

An Historical Analysis of Early Field Experiences.

Pub Date—Apr 84

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational History, *Field Experience Programs, Higher Education, Preservice Teacher Education, *Schools of Education, Teacher Administrator Relationship, Teacher Attitudes, *Teacher Education Programs, Teacher Role, *Teaching Experience, Teaching Methods

Throughout the 19th and 20th centuries, the field

experience component has generally been acknowledged as a key element in teacher preparation. This paper probes inquiry into field experiences into an historical and critical context, raising questions about assumptions that are generally taken for granted. Field experience in teacher education is explored in the context of the professionalization of teaching. It is argued that the process of professionalization with its emphasis on the development of scientific and neutral skills, methods, and knowledge resulted in an over-emphasis on instruction in technique and method. Field experiences, then, were generally embedded in programs which emphasized the development of technical skills, rather than reflection on theory in practice and alternative possibilities. It is suggested that most of these experiences were probably not at variance with the technocratic assumptions found in teacher education programs, nor with the expectations of professionalization and the role of the teacher as they have been defined in the 20th century. It is noted that these traditions raise questions about the assumptions that underlie the rhetoric of early field experiences and the effects on current practice should be examined. (JD)

ED 243 831 SP 024 216

Wagner, Laura

Implementation of Teacher Education and Computer Centers in California: Results of a First Year Descriptive Study.

California State Dept. of Education, Sacramento. Office of Staff Development.

Pub Date—Apr 84

Note—76p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Case Studies, College School Cooperation, *Computer Literacy, Computers, *Computer Science Education, Elementary Secondary Education, *Faculty Development, Inservice Teacher Education, Mathematics Teachers, Program Development, Program Evaluation, *Program Implementation, Science Teachers, *Skill Centers

Identifiers—*California, *Teacher Education and Computer Centers

This paper summarizes a 1982-83 descriptive evaluation of first year implementation of 15 regional teacher service agencies in California, referred to as Teacher Education and Computer Centers (TECCs). Self-report data and case studies from three regions were used to describe the configuration of the centers, their service delivery, and perceived success and problems. Implementation was powerfully affected by the environment of each agency. On the whole, service delivery was dominated by computer training, with an apparent reduced level of training in curriculum and instructional methodology. Scope of responsibility, governance issues, and relationships with business, industry, colleges, and universities are problematic, due in part to a lack of standard routines for sharing resources among agencies, and in part to ambiguity in the initial authorizing legislation. This paper includes four sections. Section I discusses the study methodology. Section II provides a summary of reported TECC services including: (1) service delivery; (2) resource brokerage and capacity building; (3) computer use; and (4) relationships with institutions of higher education and other agencies. In section III, three TECC case studies are offered, and section IV contains analysis and discussion. Three lengthy appendices are included: (1) Legislative Language: Budget Act 1982-83; (2) Self-Report Data Collection Instrument; and (3) case studies of the three TECCs. (JMK)

ED 243 832 SP 024 217

Nussbaum, Jon F.

The Montana Program to Systematically Modify Teacher Communicative Behavior.

Pub Date—Apr 84

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Change, *Behavior Modification, *Classroom Communication, Inservice

Teacher Education, *Nonverbal Communication, Program Effectiveness, Self Evaluation (Individuals), Student Teacher Relationship, *Teacher Behavior, *Teacher Effectiveness, Teaching Skills, *Videotape Recordings

A teacher training program located in the Department of Communication at the University of Montana systematically attempts to modify teachers' communication behavior within the classroom. In step 1, baseline behavioral data are collected from each teacher by videotaping within the classroom. Step 2 involves coding the videotapes, using a "simple" coding scheme based upon communication style and immediacy research. In step 3, baseline effectiveness scores are collected, using specific procedures and measurements. During step 4, individual conferences are scheduled with each teacher. The trainer brings the teacher's videotapes, the coded behavior inventory, teacher effectiveness data, and a videotape of a highly effective teacher. Step 5 occurs during the second term, when the teacher is videotaped again, effectiveness scores recorded, and tapes coded. Step 6 occurs during the first week of the third term, when the trainer meets with the teacher again and compares the most recent data with that from the first meeting. Step 7 involves the repeating of all procedures each term. This program's effectiveness is discussed as are its limitations and modifications since its author has relocated at the University of Oklahoma. Six tables are included. (JMK)

ED 243 833 SP 024 218

Franz, John B. Dembo, Myron H.
The Role of Teacher Stress, Cognitive Complexity, and Career Maturity in Teacher Socialization.

Pub Date—Apr 84
Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), Attitude Change, Career Development, *Cognitive Style, Coping, Elementary School Teachers, Elementary Secondary Education, Socialization, *Stress Variables, *Teaching (Occupation), *Teaching Conditions, Teaching Experience, Urban Schools, Vocational Maturity, *Work Environment

A research study investigated the relationship of stress in teachers' work environment to teachers' level of cognitive complexity (level of thinking) and their career maturity, and the relationship of stress, cognitive complexity, and career maturity to teaching experience. Participants were teaching elementary school in an urban environment: 23 education students, 32 student teachers, 30 beginning teachers, 12 intermediate teachers, and 13 experienced teachers. The conceptual complexity of subjects was measured by the Paragraph Completion Test (Phares & Schroder). Subjects' career maturity was assessed using Crites' Career Maturity Inventory-Adult Form, Attitudes Scale, and Competence Test. The Teacher Work-Life Inventory measured stress in teachers' work environments. The data provide support for the view that stress in the work environment of urban elementary school teachers is associated with their cognitive complexity. Results also suggest that elementary school teachers may tend to make better career decisions under less stressful work conditions and that the career maturity of teachers appears to increase with added experience. Issues for further research are considered. (JD)

ED 243 834 SP 024 219

Bogard, Carolyn McWilliams

Recruitment and Socialization as Recurring Issues in Teacher Education.

Pub Date—Apr 84
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Education Courses, Higher Education, Preservice Teacher Education, Secondary School Teachers, *Socialization, *Student Teacher Attitudes, *Student Teachers, *Student Teaching, *Teacher Recruitment
Identifiers—*Student Teacher Attitudes

A study explored the recruitment process, as perceived by preservice teachers who were beginning their teacher training year, and ongoing patterns of recruitment and socialization as they occurred during the training year. Fifteen students, interviewed and observed during their student teaching, served as primary subjects throughout their credential program year. The remaining 55 students completing their credentials served as secondary subjects and were also interviewed and observed. Recruitment and socialization were found to exist among a series of subgroups in the subject population. Patterns of recruitment and socialization were found to be highly correlated to a third factor: utilization of university content in student teaching classrooms. Five patterns of original recruitment were delineated: (1) change the system/change society; (2) occupational fit; (3) What am I going to do with my life?—Round 1; (4) What am I going to do with my life?—Round 2; and (5) If you like History/English what else can you do? Extensive case studies are offered for each category. (JMK)

ED 243 835 SP 024 220

Van Voorhees, Beth
Staff Development for School Improvement: Field Testing a Model.

Pub Date—Apr 84
Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College School Cooperation, Curriculum Development, Elementary Secondary Education, *Faculty Development, Inservice Teacher Education, *Needs Assessment, *Program Development, *School Involvement, *School Role, Teacher Effectiveness, Teacher Role
The Staff Development for School Improvement (SDSI) program, which is part of the National Center on Teaching and Learning at Eastern Michigan University, is a unique experiment in school and university collaboration. The program, which provides college faculty members as staff development facilitators to school personnel, is in its sixth year of operation. Based on the premise that ownership (by administrators and teachers) is essential, the program has flourished because, as participants conclude, school staffs have the responsibility for planning, implementing, and evaluating their own staff development. The essence of the SDSI program is constructive change in a school through shared decision making at the school building or department level. SDSI involves six steps: (1) awareness, readiness, and commitment; (2) interactive needs assessment; (3) the plan and its approval; (4) implementation; (5) reporting and evaluation; and (6) adoption. In its six years of operation, SDSI has affected 66 schools in 20 districts. More than 1,200 teachers, influencing over 40,000 K-12 students, have been involved. Each step of the program is outlined in detail, and findings and observations on five variables that affect the success of the process are offered: (1) the presence of a supportive principal, (2) a broadly representative steering committee that meets regularly, (3) weekly facilitator visits to the school, (4) regular contact between the steering committee and the rest of the school staff, and (5) bi-weekly facilitator meetings. (JMK)

ED 243 836 SP 024 221

Heidelbach, Ruth
A Microcomputer Network for Preservice and Inservice Teacher Education.

Maryland Univ., College Park. Center for Educational Research and Development.
Pub Date—26 Apr 84

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Role, Curriculum Development, *Information Networks, Information Utilization, *Inservice Teacher Education, *Microcomputers, *Network Analysis, *Preservice Teacher Education, Student Role, Teacher Role, Use Studies

Identifiers—*Maryland Education Microcomputer Network, *Marynet
The Maryland Education Microcomputer Net-

work and Marynet are electronic systems that focus on informal resource exchanges for individuals interested in curriculum applications of microcomputers in pre-school through twelfth grade and in teacher education. The network is free to all Maryland citizens involved with the mission of the schools. Others who wish to participate may make arrangements. An international user group participates through long distance services. The open-exchange process is shaped by its participants and their use of the system. The process is coordinated by a "networker" and several regional and topical "networkers." A research component of this effort focuses on systematic study of the network as "teaching" and "curriculum innovation." Network exchange processes are being studied through use of selected models from research on teaching and teacher education. Designs take several tracks; one focuses on the content of communication, and a second track examines the message system through use of a qualitative approach to disclose the characteristics of electronic communications in educational networking. The third track involves a survey of telecommunication activity to schools and colleges. (JMK)

ED 243 837 SP 024 222

Meckler, Terry Anne Vogler, James D.
Nutrition Education and Gerontology Services Project.

Los Angeles County Superintendent of Schools, Calif.

Pub Date—Apr 83
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Available from—Los Angeles County Office of Education, 9300 E. Imperial Highway, Downey, CA 90242 (First Copy Free).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Dietetics, Eating Habits, *Educational Media, Knowledge Level, *Long Term Memory, Nutrition, *Nutrition Instruction, *Older Adults, *Program Effectiveness, State Programs, *Teaching Methods
Identifiers—California, *Nutrition and Gerontology Services Project

The Nutrition and Gerontology Services Project attempted to affect basal nutrition knowledge and address dietary changes for 478 California senior citizens who were live-in residents in homes for the aged. Two instruments were employed to measure study variables. Knowledge of nutrition was measured by the Nutritional Learning Scale, an orally administered 12-item multiple choice format which represented a sample of the content domain addressed by instruction strategies. Nutritional behavior was measured by the 24-hour dietary recall procedure. Subjects were divided into a control and experimental group. The experimental group was instructed with audiovisual materials, individual conferences, and written materials for dietary needs and behaviors. The control group received only written materials. Follow-up interviews were held with each group at a 1-month and a 3-month measurement point. The experimental group demonstrated significantly more growth in both the knowledge and behavior areas than did the control group at both the 1-month and the 3-month intervals. (Author/JMK)

ED 243 838 SP 024 223

Lyons, Carol A.
The Relationship between Prospective Teacher's Learning Preference/Style and Teaching Preference/Style.

Pub Date—Apr 84
Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cerebral Dominance, *Cognitive Style, *Education Majors, Females, *Field Dependence Independence, Higher Education, *Learning Processes, Neurological Organization, Personality Measures, Preservice Teacher Education, *Teaching Styles

A learning style model, which identifies specific learning patterns of prospective teachers and teaching behaviors which relate to those identified learn-

ing patterns was tested on 20 female elementary education majors. The subjects were administered the Myers-Briggs Type Indicator, which determined the dominant personality type (Sensing/Thinking, Intuition/Thinking, Intuition/Feeling, Sensing/Feeling) indicated in the model. To determine the cognitive style dimension (field dependent/independent), the portable Rod and Frame Test, the Group Embedded Figures Test, and the Concealed Figures Test were administered. An individual electroencephalogram recorded subjects as they performed sequential-analytical and simultaneous-holistic (spatial) cognitive tasks associated with the left and right cerebral hemispheres. The subjects also kept self-analysis journals and discussed their learning patterns in the context of college courses and everyday living. Study results provide a basic framework upon which to build a theory describing the relationship between learning preference style and teaching preference style. A graphic depiction of the model is included. (JD)

ED 243 839 SP 024 224

Anderson, Sandra Lee
Does Time-On-Task Work for Teacher Training?

Pub Date—Apr 83
Note—67p; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-15, 1983).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Behavior Change, *Classroom Observation Techniques, Classroom Research, Classroom Techniques, Comparative Analysis, Content Analysis, Inservice Teacher Education, Junior High Schools, Secondary School Teachers, *Teacher Attitudes, *Teacher Behavior, Time on Task, *Training Methods, Training Objectives
This study compared the results of four different methods of observing teacher training. In addition, it used the results to identify those training techniques which seemed to be better at changing teachers' behavior in their classrooms. Twenty-nine teachers were trained by five trainers in five weekly training sessions, which were tape recorded. The recordings were analyzed using these observation methods: (1) Trainer Citation of Observation Variables; (2) Flanders Interaction Analysis; (3) B. O. Smith's Analysis of the Logic of Teaching; and (4) Content Analysis. The dependent variable was based upon pre- and post-training observations of the teachers in their own classrooms. The findings of the four observation methods, while consistent, revealed different facets of the training experience. The most accurate predictor of resulting teacher change was the total number of Trainer Citations of the Observation Variables, but the framework for the model, the structure of the trainer's interactions, relied upon the Flanders Matrix. B. O. Smith's analysis gave a glimpse into the processes that take place between the trainer and teachers, and how a teacher is induced to change. The Content Analysis identified those areas of training that appear to be the most useful to teachers in enabling them to change their teaching behaviors. Fourteen tables are included in the report. (Author/JD)

ED 243 840 SP 024 225

Verloop, Nico
The Effects of Video Materials on Student-Teachers' Cognitions during Their Interactive Teaching.

Centraal Inst. voor Toetsonwikkeling, Arnhem (Netherlands).

Pub Date—Apr 84
Note—48p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Measurement, *Cognitive Processes, Educational Strategies, *Educational Theories, Foreign Countries, Higher Education, Preservice Teacher Education, Program Effectiveness, Recall (Psychology), Secondary School Teachers, *Student Teachers, Student Teaching, *Teacher Behavior, *Teaching Methods, *Video-tape Recordings

Identifiers—Netherlands
A study investigated attempts to influence student-teachers' interactive cognitions by means of specially designed video materials that were de-

tailed illustrations of educational theories. It was hypothesized that student-teachers, having worked through these video materials, would be inclined to use the theoretical key elements in their thinking processes during their own interactive teaching. It was also hypothesized that, for this group, the degree to which these key elements would be cognitively used would be higher compared to a group that only received a verbal explanation of the educational theories. In the design, a no-treatment group was included to obtain baseline data. Student teachers' thought processes were investigated by means of stimulated recall. Results suggest that the student-teachers who worked through the video materials used the elements of the educational theories most frequently in their interactive thinking. Eight tables and figures are included in the report. (Author/JMK)

ED 243 841 SP 024 227

Burcalow, Janet V.
Teacher Educators' Perceptions and Practices Pertaining to Multicultural Teacher Education.

Pub Date—Apr 84
Note—51p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Course Content, Cultural Differences, Ethnicity, Higher Education, *Multicultural Education, Program Content, Teacher Attitudes, Teacher Education, *Teacher Education Curriculum, *Teacher Education Programs, *Teacher Educators

This study focuses on three questions: (1) What are the perceptions of teacher educators regarding five education approaches titled: "Educational Equality," "Cultural Understanding," "Individual Development," "Power Parity," and "Bilingual/Bicultural Education"? (2) Do variables such as age, race, gender, or professional responsibilities affect the rate of agreement with the five approaches? and (3) Are there differences in the number and type of multicultural course components incorporated into foundations, methods, clinical experiences, and human development courses? Survey respondents were selected faculty in 44 accredited teacher education programs. Statistically significant differences in perceptions were found by race and gender, by academic area, and in the number and type of multicultural practices incorporated into courses. It was concluded that, even among teacher educators with professed interest and experience in multicultural teaching, there are differences in their perceptions about this concept, and that few faculty possess the necessary skills to effectively incorporate multicultural components into their courses. Appended are the institutional and faculty questionnaires, coded perceptions statements, and a list of multicultural education practices frequencies. (Author/JD)

ED 243 842 SP 024 228

Pajak, Edward F. Glickman, Carl D.
Teachers' Discrimination between Information and Control in Response to Videotaped Simulated Supervisory Conferences.

Pub Date—Apr 84
Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Conferences, Decision Making, Elementary Secondary Education, Inservice Teacher Education, Interpersonal Relationship, *Leadership Styles, Professional Autonomy, *Supervisory Methods, *Teacher Administrator Relationship, *Teacher Attitudes, Teacher Evaluation

A study determined if teachers discriminated among three different types of direct supervisory communication—information only, information with suggestions, and information with directives—in instructional improvement conferences. Thirty inservice teachers were assigned to three experimental groups and viewed videotapes which simulated supervisory conferences. Each conference differed according to degree of informational versus controlling language. Teacher perceptions of the degree to which the supervisor's behavior indicated supportiveness, authenticity, loyalty, trust, and pro-

ductivity were measured after each conference. Teachers rated highest the conferences in which the supervisor communicated information with suggestions, rated next, conferences in which the supervisor communicated information only, and lowest the conferences in which the supervisor communicated information with directives. In analyzing these results, it is suggested that information with suggestions provides the teacher with a guide for accepting, revising, or rejecting the supervisor's offered choice, and that there may be a limit to the amount of choice individuals desire. Suggestions are made for further research. (Author/JD)

ED 243 843 SP 024 229

Morawa, Edward C. Sheathelm, Herbert H.
Teachers' Perceptions of Need Fulfillment and Self-Esteem and Their Attitudes toward Change.

Pub Date—Apr 84
Note—33p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attitude Change, Educational Change, Elementary Education, Elementary School Teachers, *Individual Needs, *Instructional Innovation, *Job Satisfaction, *Self Esteem, *Teacher Attitudes, Teacher Role

A study investigated whether teachers with high levels of need fulfillment and self-esteem had more positive attitudes toward school change than teachers with low levels of need fulfillment and self-esteem. The study sample consisted of 101 elementary school teachers participating in the Connecticut School Effectiveness Project, a major innovation sponsored by the state's department of education. The research instrument used in this study was a three part package. The first part asked for information on demographic variables: teacher's role (classroom or specialist), classroom setting (self-contained or teamed), and teachers' education degree. Part 2 dealt with job satisfaction, and the third part was concerned with changed attitudes. It was found that need fulfillment and self-esteem alone were not related to teachers' attitudes toward change. A relationship existed between self-esteem and task change attitude, but not personal change attitude. Self-esteem did not appear to be a predictor of change attitude. Copies of the three questionnaires used in the study are appended. (JD)

ED 243 844 SP 024 231

Gonzaga Univ., Spokane, Wash.
Handbook: The Student Teaching Experience.

Pub Date—83
Note—17p; Produced under the auspice of the Dean's Grant Project (029AH20708), Handicapped Personnel Preparation Program (Regular Education Preservice).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Observation Techniques, *Cooperating Teachers, Elementary School Teachers, Higher Education, *Instructional Materials, Practicum Supervision, Preservice Teacher Education, Secondary School Teachers, Self Evaluation (Individuals), *Student Teachers, *Student Teaching

Identifiers—Deans Grant Project

This booklet is intended to facilitate communication between student teachers and cooperating teachers, and it may also be used for general guidelines during the student teaching experience. Part 1, which is for cooperating teachers, contains three sections: (1) overview of student teaching phases; (2) cooperating teachers' activity checklist; and (3) a sample recommendation letter. Part 2, which is for student teachers, includes: (1) overview of student teaching phases; (2) observing experienced teachers; (3) recording your observations; (4) three sample observation instruments; (5) student teachers' checklist; and (6) suggestions for student teachers. (JMK)

ED 243 845 SP 024 232

Andrews, Theodore E.
Assessing Beginning Teacher Performance.

Pub Date—[83]
Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Teachers, Elementary

Secondary Education, *Evaluation Methods, Job Performance, *State Standards, *Teacher Certification, Teacher Evaluation, *Teacher Qualifications, Teaching Skills, *Vocational Evaluation Identifiers—Arizona, Florida, Georgia, Oklahoma, South Carolina

Five states (Georgia, South Carolina, Oklahoma, Florida, and Arizona) are currently either administering or field-testing classroom observation systems for certification or employment decisions regarding beginning teachers. In Georgia, a beginning teacher has three years to demonstrate competence. Observations are completed by an external data collector, an administrator, and a teacher. The Teacher Performance Assessment Instrument (TPAI), containing 14 competencies and 45 indicators, is used during observations. The teaching candidate in South Carolina must pass a basic skills entrance examination, complete an approved college program, and pass the appropriate certification area examination to receive initial certification and eligibility for employment. Arizona is presently field-testing the Georgia TPAI with the addition of a teacher educator to the roster of observers. Oklahoma makes a distinction between the license which a beginning teacher receives and a certificate which is given only after demonstration of teaching skills. The Florida testing program is related to certification, but places the major responsibility for the decision with the local school superintendent. The candidate is eligible for an initial teaching certificate upon successfully completing the testing program and meeting other state requirements. (JD)

ED 243 846 SP 024 233

Parker, Walter C. Gehrke, Nathalie J.
A Grounded Theory Study of Teachers' Decision Making.

Pub Date—Apr 84

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Cognitive Processes, *Decision Making, Elementary Secondary Education, Hypothesis Testing, *Interaction, *Learning Activities, Research Methodology, Student Teacher Relationship, *Teacher Behavior, Teacher Effectiveness, Teacher Response, Teaching Styles
Interactive decision making (IDM) refers to teachers' selection and rejection of alternative courses of action during instruction. Previous research indicates that teachers report making interactive decisions when their plans are disrupted. A study generated hypotheses about teachers' IDM using the grounded theory approach—an inductive system for generating interrelated hypotheses grounded in the empirical. Twelve elementary school teachers conducted lessons in their classrooms and recorded them on audiotape. Within 48 hours of the lesson, these teachers were interviewed using the stimulated-recall technique. These interviews were audiotaped and transcribed. Ideational units were compared and contrasted, categories were constructed—all followed by numerous returns to the data where categories and then hypotheses were revised using the constant comparative technique. Three hypotheses were generated: (1) Teachers' IDM is embedded in classroom learning activities; (2) Teachers' intentions during interactive teaching are to move learning activities forward to completion; and (3) This intention is supported by IDM routines. A concluding discussion points to learning activities as mediators of the structural tension between unlimited subject matter and limited time. Implications for the implementation of curricular innovations are suggested. (Author/JD)

ED 243 847 SP 024 234

Heidelbach, Ruth

A Longitudinal Study of Teacher Education Curriculum: A First Year Report Using Quantitative and Qualitative Methods.
Maryland Univ., College Park. Center for Educational Research and Development.

Pub Date—27 Apr 84

Note—47p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Reports - Descriptive

(141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Development, *Curriculum Development, *Decision Making, *Early Childhood Education, Educational Trends, *Elementary School Teachers, Higher Education, Inservice Teacher Education, Longitudinal Studies, Preservice Teacher Education, *Research Projects, *Teacher Education Curriculum

A 10-year study is exploring the understanding and validation of the curricular decision making process in an early childhood teacher education curriculum. The inquiry focuses on four major questions: (1) Do teacher educators integrate data describing various aspects of teacher preparation, teacher practice, and pupil performance into their curricular decision making? (2) What conclusions do teacher educators generate related to the data? (3) Are the conclusions integrated into the curriculum making process? and (4) How is the teacher education curriculum changed as the result of data integration? Answers to these questions will reveal what happens, when, why, and to whom, and will establish a clearer picture of teacher education trends, effects, and changes. Population for the study includes, for each year, approximately 250 teacher education students beginning their professional preparation. Study of their development will continue through the 10-year research project. Faculty/administrative curriculum decision makers involved in pre- and in-service teacher education will also be used as subjects. Part I of this document, a prospectus, describes the research project under way, including information on purposes of the investigation, background, significance, methodology, data collection and analysis, and suggestions for dissemination. Part II is a narrative report on activities of the first year of the study (1982). (JD)

ED 243 848 SP 024 235

Bates, Gary W. Hutchinson, Carroll M. P.

The Effects of Early Field Experience Tutoring in Reading on Secondary Majors' Attitudes, Expectations and Teaching Effectiveness.

Pub Date—24 Apr 84

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Content Area Reading, *Education Majors, *Field Experience Programs, Higher Education, Individual Instruction, Preservice Teacher Education, *Program Effectiveness, Reading Strategies, Secondary School Students, Secondary School Teachers, *Student Attitudes, Teacher Behavior, Teaching Methods, *Tutoring
The Early Field Experience (EFE) is the laboratory component of a "Reading in the Content Area" methods course. Preservice secondary education teacher candidates are required to tutor a middle or high school student on a one-to-one basis for a semester. Content area reading strategies are taught in class and the EFE students apply them in their tutoring sessions and observe the effectiveness and appropriateness of the various methods taught. A study sought to determine the effects of this program on 90 secondary education majors' attitudes toward teaching reading in content areas, tutoring, expectations of tutoring, and tutoring effectiveness. A review of relevant studies summarizes recent research on the effects of required reading methods on preservice majors' attitudes and teaching practices, changes in EFE students' attitudes and behaviors, and the effectiveness of learning through tutoring. Pre- and post-tests measured the participants' attitudes toward tutoring and content area reading. An analysis is presented of the findings. It is suggested that a follow-up study should be made of the EFE students who were part of this study and are now classroom teachers. (JD)

ED 243 849 SP 024 236

Gall, Meredith D. And Others

The Current Status of Staff Development Activities for Teachers: A "Loose Coupling" Interpretation.

Pub Date—Apr 84

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). This paper is excerpted from a longer report, "The Relationship between Inservice Education Practices and Effectiveness of Basic Skills

Instruction," by the same authors.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Administrator Role, Delivery Systems, *Educational Objectives, Elementary Education, *Faculty Development, *Inservice Teacher Education, Program Content, *Program Effectiveness, Teacher Attitudes, *Teacher Role, Teacher Workshops

A study sought objective information about inservice activities for teachers and the extent to which these activities incorporated elements identified as effective through research. The focus was on the teachers who were recipients of inservice programs rather than the programs themselves. The interviews involved three school districts and two elementary schools within each district. Participants were a central office administrator from each district, principals of the schools, and six teachers from each school. Four research questions were asked: (1) How much inservice is currently received by teachers and sponsored by administrators? (2) What form do current inservice activities take, and how does this compare with recommended practice? (3) What percentage of activities are in basic skills? and (4) How effective and satisfactory is current inservice? Results are discussed within the framework of the different roles of teachers and administrators and the priorities those roles imposed upon them. Teachers perceived inservice as relevant when it was tightly coupled to actual school curriculum and instruction. Administrators loosely coupled inservice programs with needs assessment, priority goals, educational research and development, and improvement of school systems. (JD)

ED 243 850 SP 024 237

Adler, Susan A.

Teacher Education: Taking an Historical Perspective.

Pub Date—Apr 84

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Development, Educational History, *Educational Philosophy, *Educational Principles, Higher Education, *Schools of Education, Social Attitudes, Teacher Education, Teacher Role, *Teaching (Occupation)

This paper places inquiry into teacher education in an historical and critical context, raising questions and themes which are of interest to teacher educators as well as historians. The social contexts and human factors that influenced the development of teacher education in the United States in the 19th and 20th centuries are examined. An inquiry is made into the institutionalization of teachers' preparation over the past 100 years with a particular focus on developing conceptions of professionalization. The paper identifies three paradigms of professionalization in the history of teacher preparation: teaching as a "calling," teaching as a "science," and teaching as a "craft." The process by which the second paradigm has come to dominate thinking about teaching and teacher preparation and the effects of this domination on the practice of teaching and preparing teachers are explored. It is noted that teaching as a "craft" is overshadowed by the dominant, technological paradigm, and it is suggested that a more thorough examination of this paradigm by teacher educators is in order. (Author/JD)

ED 243 851 SP 024 238

Panko, Jessie Symington And Others

Communication between Special and Regular Educators.

Pub Date—30 Jan 84

Note—24p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Planning, *Elementary School Teachers, Elementary Secondary Education, Individualized Education Programs, Inservice Teacher Education, Interaction, *Interpersonal Communication, *Mainstreaming,

Peer Counseling, Peer Relationship, *Secondary School Teachers, *Special Education Teachers, Teacher Attitudes

A study examined communication between special educators and the regular classroom teachers to whom they mainstream students. Respondents to a survey questionnaire included 34 special education teachers employed by a special education cooperative, 25 special educators employed by individual school districts, and 84 regular classroom teachers. The extent of communication which took place in four areas was examined: (1) communication and consultation; (2) demonstration of materials, techniques, and teaching methods for exceptional children; (3) development of goals and instructional objectives; and (4) provision of inservice training by special educators for regular classroom teachers. Responses to the questionnaires indicated: (1) Special educators employed by the school districts were more actively sharing material with regular educators on a more regular basis than those employed by the cooperative, but regular teachers' perceptions of sharing were at a much lower level; (2) District special educators reported being more involved than cooperative educators in discussions of techniques and teaching methods, but once again, regular classroom teachers reported less involvement with all special educators; (3) Regular classroom teachers reported less attendance to objective-setting meetings than did the special educators; and (4) The majority of both regular classroom educators and special educators responded negatively concerning the presentation of formal inservice training. (JD)

ED 243 852 SP 024 239

Yore, Larry D. *And Others*
Reflective-Responsive Evaluation Techniques for Undergraduate Pre-Service Science Teacher Education Programs.

Pub Date—[79]

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College School Cooperation, *Education Majors, *Evaluation Methods, *Evaluation Utilization, Field Experience Programs, Higher Education, Interpersonal Relationship, Preservice Teacher Education, *Program Evaluation, *Science Teachers, *Teacher Education Programs

Identifiers—*Iowa UPSTEP, *Responsive Evaluation

A common weakness characteristic of many instructional programs is that little advance planning is devoted to evaluation. The first stage of formulating and operationalizing an evaluation plan for the Iowa-Undergraduate Pre-Service Science Teacher Education Program (Iowa-UPSTEP) was to locate two external evaluators possessing experience and interest in teacher education. During the three-month orientation, the evaluators had informal discussions with faculty, staff, graduate students, and UPSTEP students. Near the end of the reflective stage, a project meeting of the UPSTEP directors, faculty, and evaluators attempted to formulate questions that would be worthwhile to the program and granting agency. Both institutional and accountability questions were to be evaluated; therefore, a responsive evaluation procedure was agreed upon. The data collected from students, staff, and graduates were then interpreted in terms of the following UPSTEP issues: (1) field experiences; (2) interpersonal relationships; (3) development of personal goals for science teaching; (4) instructional modules; (5) survival skills; (6) university-field integration; (7) educational psychology and secondary education; (8) senior leadership seminar: an alternative to the summer workshop; (9) career education cooperative work program; (10) curriculum development; and (11) field input. The reflective-responsive evaluation resulted in some specific findings and recommendations regarding Iowa-UPSTEP. Recommendations for 9 of the 11 issues are outlined in detail. (JMK)

ED 243 853 SP 024 242

Cooperative Health Occupations Assistant Program Core Curriculum, Westinghouse Vocational High School, Curriculum Guide for Grades Eleven and Twelve.

Chicago Board of Education, Ill.

Pub Date—78

Note—141p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Allied Health Occupations, *Allied Health Occupations Education, Behavioral Ob-

jectives, Career Planning, *Class Activities, *Core Curriculum, Curriculum Development, Death, Grade 11, Grade 12, Health Needs, High Schools, High School Seniors, Job Skills, Learning Activities, *Medical Assistants

The Cooperative Health Occupations Assistants Program (CHOAP) is a two-year program for high school juniors and seniors in the Chicago (Illinois) public school system. CHOAP has three purposes: to acquaint young people with the scope of career opportunities in the health field, to prepare them for entry jobs in the field, and to help students make the transition from school to work by means of work experience in the area of their choice. This core curriculum is a course of study to assist students in learning about career opportunities and acquiring skills and knowledge for the health careers field. The manual has five units, each of which contains a list of concepts and measurable objectives, as well as multiple student activities. The units cover: (1) orientation; (2) fundamental knowledge and skills for health workers; (3) understanding of basic needs necessary to maintain mental and physical health; (4) skills required in most health occupations; and (5) orientation to death and dying. A bibliography is included. (CJB)

ED 243 854 SP 024 244

Cheerleading, A Handbook for Teacher-Sponsors. Chicago Board of Education, Ill.

Pub Date—81

Note—30p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Athletics, *Extracurricular Activities, High Schools, High School Students, Noninstructional Responsibility, Sportsmanship, *Teacher Role, *Training Methods

Identifiers—*Cheerleading

The high school cheerleader has the opportunity to set the stage for sportsmanship, school spirit, and the mood of the athletic program. A carefully planned program is essential to leading cheerleading sections into feelings of good fellowship and inter-school rapport. This handbook is designed to assist teacher-sponsors and administrators in the organization and administration of cheerleading squads. Sections discuss administration of cheerleading activities and procedures for conducting cheerleading activities. An appendix contains sample forms of rules and regulations for cheerleaders, application form for cheerleading, letter to parents, and tryout score sheet. Information is also included on official basketball and football signals. A bibliography is included. (CJB)

ED 243 855 SP 024 246

Sparks, Robert E. C.

The Educational Value of High Risk Activities in the Physical Education Program: A Social Philosophical Perspective.

Pub Date—26 Apr 82

Note—28p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Houston, TX, April 22-26, 1982).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adventure Education, *Catharsis, *Curriculum Development, Elementary Secondary Education, Higher Education, *Physical Activities, *Physical Education, Recreational Activities, *Risk, Social Attitudes, Stress Management, Stress Variables

Identifiers—Apollonianism, Dionysianism, *Nietzsche (Friedrich), Risk Taking

A growing number of schools and institutions in North America have begun offering training in high risk activities such as high element rope courses, rock climbing, white water kayaking and canoeing, and scuba diving in conjunction with their regular physical education activity programs. High risk activities are those activities which occur in or create an environment which is hostile to the participant. The environment is hostile in the restricted sense that it is not supportive of human life so that, without proper equipment, technique, and training, the participant could not survive exposure to it. Related literature suggests that, while modern industrial society generally rejects the physical sort of risk taking evidenced in high risk activities, in the end social conditions and dominant values of society create a social milieu in which high risk activities have a

meaningful and useful role. The literature explains risk taking in terms of a search for "eustress" (pleasant stress). Nietzsche's categories of Dionysianism and Apollonianism are employed to explain risk takers' behavior, and it is suggested that risk taking activities actually produce a catharsis for participants. It is concluded that a safely conducted, low actual risk, high risk activity program could serve as an important component in a physical education program. (JMK)

ED 243 856 SP 024 249

Report of the Select Committee on Education. Tennessee General Assembly, Nashville. Select Committee on Education.

Pub Date—Jan 84

Note—227p.; Prepared by direction of Senate Joint Resolution No. 96 of the Ninety-third General Assembly.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Career Ladders, Educational Legislation, Elementary School Teachers, Instructional Development, Merit Pay, Needs Assessment, Policy Formation, Professional Recognition, Secondary School Teachers, *Statewide Planning, *Teacher Education, *Teacher Evaluation, Teacher Recruitment, *Teacher Salaries, *Teaching (Occupation)

Identifiers—*Tennessee

This report identifies present and future problems confronting Tennessee's teachers and offers proposals for responding effectively to these problems. A brief overview of trends in the teaching profession provides a preface to reports on: (1) findings of the teacher compensation subcommittee; (2) findings of the teacher training subcommittee; (3) findings of the instructional development subcommittee; (4) the proposed teacher evaluation system, including development of assessment instruments, recommendations for scoring procedures, proposed competencies and indicators, selection of applicants for evaluation, and a critique of the career teacher proposal; (5) projected costs of proposals; (6) summary of recommendations; and (7) a minority report. The appendices include a paper on "Teacher Compensation and Career Ladders: Policy Implications from Research," as well as recommendations on the organization of the interim certification commission, the administrator/supervisor evaluation system, and proposed legislation. (JD)

ED 243 857 SP 024 277

Henderson, Karla A.

Women in Leisure Services: The Wisconsin Data.

Pub Date—84

Note—9p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Anaheim, CA, March 29-April 2, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Career Choice, *Employed Women, Individual Characteristics, Job Satisfaction, *Leisure Education, *Leisure Time, Personality Traits, *Self Concept, *Service Occupations, Sex Stereotypes, Social Attitudes, State Norms

Identifiers—*Wisconsin

An analysis was made of the professional and psycho-social characteristics of 24 Wisconsin women who held management positions in the leisure services field. Comparisons were made between these managers and other women employed in leisure services, but the major focus was in delineating the uniqueness of these women managers and comparing how they are like or unlike female managers in other professions. A portion of the study analyzed the subjects' personality characteristics and how subjects perceived their own personality in contrast to what is culturally defined as stereotypically feminine or masculine. Respondents also provided information on reasons for choosing leisure services as a career, future goals, work satisfaction, and management of personal and professional lives. They were also asked whether or not they were influenced by female role models. Results indicated that they were not much different from other women employed in leisure services in general, although they tended to possess somewhat more "masculine" traits and were more nontraditional in their sex role views. (JD)

ED 243 858 SP 024 278

Henderson, Karla A.

Women and the Dialectic of Leisure.

Pub Date—84

Note—7p; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Anaheim, CA, March 29-April 2, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitudes, Employed Women, *Females, *Individual Characteristics, *Leisure Time, Recreational Activities, *Work Attitudes Identifiers—Wisconsin

A study explored the perceptions and attitudes that 96 Wisconsin women (age range 18-95; average age 34) held toward leisure. Subjects were interviewed personally by members of a University of Wisconsin (Madison) class on "Women and Leisure," using parts of the Leisure Attitudes Inventory concerning three factors: society's role in leisure planning, self-definition through leisure and work, and amount of leisure perceived. These three factors were then compared to the demographic information obtained about the women in the study: age, marital status, children, occupation, hours of employment, income, level of education, residence, and religious preference. The data were analyzed using descriptive statistics, factor analyses, chi-square statistics, and analysis of variance. The study found that the women were satisfied with their leisure and that demographic variables did not seem to influence leisure attitudes and perceptions. (JMK)

ED 243 859

SP 024 279

Schempp, Paul G.

Stability in the Gym: A One-Year Time-Series Analysis.

Pub Date—2 Apr 84

Note—12p; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Anaheim, CA, March 29-April 2, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Observation Techniques, Elementary Education, *Gymnasiums, *Interaction Process Analysis, Physical Education, *Physical Education Teachers, Research Methodology, *Research Needs, *Student Teacher Relationship, *Teacher Behavior

A study sought to determine the stability of student/teacher interactional gymnasium behavior over one academic year. The design of the study was a single-subject, time-series analysis. The subject was a male elementary school physical education teacher with 14 years of experience. Data were collected using the Cheffers Adaptation of Flanders Interaction Analysis System (CAFIAS) with observations made at equally spaced intervals throughout one school year. A total of 52 useable observations were obtained and analyzed to determine behavioral stability. Only one-quarter of the CAFIAS behavior categories were found stable and these behaviors accounted for less than 30 percent of all behavior. This led to the conclusion that teaching behavior in this physical education setting may lack the stability necessary for making inferential generalizations common to the natural science paradigm used in research into teacher behavior. It is concluded that teaching may be a social rather than a natural phenomenon. The results of both this study and previous research found that teaching behavior fluctuates in unpredictable patterns, and additional research paradigms, along with natural science methodologies, may depict a more accurate and complete picture of teaching in the gym. The study suggested a need for more long-term investigations of teaching. (JD)

ED 243 860

SP 024 281

Morrow, Marilyn J. Doyle, Kathleen

Elder Abuse Awareness Project.

Pub Date—Mar 84

Note—25p; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Anaheim, CA, March 29-April 2, 1984).

Available from—Copies of materials developed by this project available upon request: C.A.D.V., P. O. Box 732, Charleston, IL 61920 Attention: Elder Abuse Awareness Project.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Services, *Crisis Inter-

vention, *Elder Abuse, *Family Problems, *Human Services, Interpersonal Relationship, Negative Attitudes, *Older Adults, *Problem Solving, Social Support Groups, Stress Variables

The Elder Abuse Awareness Project was developed to determine the incidence of abuse and neglect of elderly people in several rural counties in central Illinois. A primary purpose of the study was to survey service providers as to their actual encounters with elder abuse and neglect. Each provider was asked about warning signs or cues that were indications that something was fundamentally wrong or that a senior could be a possible victim of abuse. Two standard responses were suspicious injuries and inconsistency of behavior. However, seven other general categories emerged: (1) medical manifestations; (2) interpersonal relationships; (3) neglect; (4) home and living environment; (5) finances; (6) depression; and (7) physical disintegration. Three problems were identified: (1) the need to address legal issues; (2) the lack of protective services by providers; and (3) an undeveloped set of services to address the issue. Recommendations are given for solving various problems in the elder abuse area. Products developed from the findings of the study and intended as aides to providers of services to the elderly include a set of transparencies and slides coordinated with an audio tape as a "Packaged Program" for seniors; a general brochure describing elder abuse and its symptoms, and giving information and referral numbers; a general informational booklet based on the audio visual materials; an intake card; and a final report. (JD)

ED 243 861

SP 024 286

Mueller, Frederick O. Blyth, Carl S.

Annual Survey of Catastrophic Football Injuries, 1977-1983.

Pub Date—Jan 84

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accident Prevention, Athletic Coaches, *Athletic Equipment, *Football, Higher Education, *Injuries, *Safety Education, School Safety, Secondary Education Identifiers—*Spinal Cord Injuries

Football injuries which resulted in permanent spinal cord injury are reported in this survey, part of a concerted effort by individuals and research organizations to reduce the steady increase of football head and neck injuries since the late 1950s. In addition to the reporting of injuries, this document describes steps taken to eliminate the occurrence of these types of injuries. A discussion is presented of the situations in which severe injuries have been sustained by players, and recommendations are given for reducing such injuries. Case studies are presented of catastrophic injuries resulting in quadriplegia in 11 high school football players and one college player. (JD)

ED 243 862

SP 024 289

Frey, James H.

The United States and Great Britain: Responses to the 1980 Boycott of the Olympic Games.

Pub Date—84

Note—18p; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Anaheim, CA, March 29-April 2, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Activism, *Athletics, Conflict, Foreign Countries, *International Cooperation, International Relations, *Majority Attitudes, *Political Attitudes, *Political Issues

Identifiers—Boycotts, *Great Britain, Olympic Games, *Olympic Games Boycott (1980), United States

There have been several ways in which sport has been used as a mechanism of public diplomacy. First, the sporting arena provides a setting in which a country can define its aspirations for status or prestige among nations. Second, the nature of competition between countries reflects current diplomatic agreements. Third, the most familiar role of sport in the international scene is that of a political instrument for ideological expression or propagandizing. Fourth, international sport is viewed as a way to further international understanding and peace. Fifth, contrary to the above, athletic competition can be a mechanism to demonstrate protest and/or conflict. The 1980 Olympic Boycott was used to dramatize dissatisfaction with a Soviet strat-

egy in Afghanistan. This paper provides a detailed and documented interpretation of the British and United States reactions to the 1980 Olympic Boycott initiated by President Carter. (JMK)

ED 243 863

SP 024 291

Horton, Daniel, Jr. Summers, Jerry

A Ten-Year Study on Quantity, Quality and Personal Characteristics of Teacher Candidates.

Pub Date—May 84

Note—33p.

Pub Type—Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Comparative Analysis, Education Majors, *Grade Point Average, Higher Education, Preservice Teacher Education, Secondary School Teachers, Standardized Tests, *Student Characteristics, Student Evaluation, *Student Teacher Attitudes, *Student Teachers, Teaching (Occupation) Identifiers—Indiana State University

A study compares the quantity, quality, and personal characteristics of teacher education candidates for the 1982-83 school year with the teacher education candidates for the 1971-72 and 1972-73 school years. Subjects included students of secondary education at Indiana State University (ISU) who had applied to student teach. Data for the study were gathered from the existing files for student teacher applicants at ISU. The study did not find that teacher candidates who are graduating today are better than the ones who graduated a decade ago. However, the present groups of secondary school teacher education candidates at ISU are more mature (if age is a factor), better achievers (if grade point average is a factor), and more humane (if concern for people is a factor). Study data are analyzed in detail and include charts and statistics and/or discussion on: (1) enrollment; (2) average grade point average (GPA) scores and Scholastic Aptitude Test (SAT) scores; (3) age of student teacher applicants; (4) student teacher applicants who commute; (5) major characteristics of both good and incompetent teachers; (6) academic credit transferred to ISU; (7) student teacher applicants who work; (8) factors influencing career choice of teaching; and (9) student teacher applicant profile. (JMK)

ED 243 864

SP 024 295

Opatz, Joseph P., Ed.

Wellness Promotion Strategies. Selected Proceedings of the Annual National Wellness Conference (8th, Stevens Point, Wisconsin).

Wisconsin Univ., Stevens Point. Inst. for Lifestyle Improvement.

Report No.—ISBN-0-8403-3276-9

Pub Date—84

Note—158p.

Available from—Institute for Lifestyle Improvement, University of Wisconsin, Stevens Point, WI 54481 (\$14.95).

Pub Type—Books (010) — Speeches/Meeting Papers (150) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Aging (Individuals), Body Weight, Cardiovascular System, Exercise, Health Education, *Human Body, Life Style, Locus of Control, *Nutrition, *Physical Fitness, *Physical Health, Professional Personnel, Self Concept, Stress Management, *Well Being, Women Faculty Identifiers—*Health Promotion, *Wellness

A major concern to practitioners in the wellness movement has been the dearth of high quality up-to-date information about their field. This book provides a comprehensive and current look at the wellness field. Presentations in part I include: (1) "The History and Future of the Wellness Movement" (Donald B. Ardell); (2) "Representing the Wellness Concept to the Uninitiated" (Bill Hietler); (3) "Longevity: Fulfilling Our Biological Potential" (Kenneth R. Pelletier); (4) "Fitness, Regardless of Disease" (George Sheehan); (5) "Health Promotion in the Workplace" (Charles Berry); (6) "An Overview of Human Aging" (Theodore Reiff); (7) "Nutrition Update '83" (Vickie Newman); and (8) "Health Promotion in the Social Service Setting" (William B. Zuti). Research papers in part 2 include: (1) "Physiological Changes in Health Risks as a Function of On-Site Health Risk Identification and Intervention Programs" (Robert E. Billingham); (2) "The Effects of Increasing Physical Fitness Levels on Locus of Control, Self-Concept, and Reported Changes in Lifestyle Dimensions" (Jane P. Jones); (3) "The Effects of a Four Month Wellness Program

on Serum Lipoproteins" (Joan McPherson); and (4) "Cardiovascular Health, Stress, and Cardiac Risk among Women in Higher Education as Compared to Women in Law and Medical Professions" (Sharon L. Shields). (JMK)

ED 243 865

SP 024 308

Holly, Mary Louise

Teacher Reflections on Classroom Life: An Empirical Base for Professional Development. Progress Report #3.

Kent State Univ., Ohio.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Nov 83

Grant—NIE-G-81-0014

Note—215p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Case Studies, Classroom Environment, *Diaries, Elementary School Teachers, Faculty Development, *Inservice Teacher Education, Peer Relationship, *Self Evaluation (Individuals), *Student Teacher Relationship, Teacher Administrator Relationship, *Teacher Attitudes, Teacher Background, *Teaching Styles, Writing (Composition)

Identifiers—*Teacher Journals

This study was designed to add to the knowledge bases of teaching and professional development. It is a phenomenological study of the classroom teacher and a group of seven elementary school teachers who reflected upon, wrote about, and discussed their lives as classroom teachers over a one-year period. Teachers kept written diaries which contained their thoughts and feelings about daily events and circumstances that affected them as teachers. The diaries provided topics for discussion at weekly seminar sessions on teaching and professional development. Biweekly participant observations in each classroom were made by the researcher. In this report, a description of the last third of the project is presented. Methods of analysis in teacher portrait construction are discussed. Portraits of four teachers constructed from the multiple data sources (diaries, transcriptions of seminar sessions, slides of each classroom and school, observations of participants' teaching and field notes, and informal conferences and interviews with each teacher in each school) are offered. An outline and brief description of the final report is presented. Also included are two appendices, an article and monograph: (1) "Teacher Reflections on Classroom Life: Collaboration and Professional Growth" and (2) "Keeping a Personal Professional Journal." (JMK)

ED 243 866

SP 024 317

Genova, William J. And Others

Staff, School, and Workshop Influences on Knowledge Acquisition, Use, and Impact from Staff Inservice Efforts.

Massachusetts State Dept. of Education, Boston. Commonwealth Inservice Inst.; TDR Associates, Inc., Newton, Mass.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Grant—NIE-G-81-0025

Note—125p.; For related documents, see SP 024 318-323.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Community Characteristics, *Educational Environment, Elementary School Teachers, Elementary Secondary Education, *Faculty Development, Individual Differences, *Inservice Teacher Education, Institutional Characteristics, Secondary School Teachers, Teacher Attitudes, Teacher Background, *Teacher Characteristics, *Teacher Workshops

Past research and experience have documented considerable variation in what is learned and applied in staff inservice efforts, even for participants in the same workshop. For a study which set out to explain such variation, pre- and post-workshop questionnaires were completed by 349 staff (three-fourths of whom were teachers) who participated in 36 teacher-initiated inservice projects. Participants' ratings of five inservice outcomes were regressed on, and correlated with, their background characteristics, their psychological and professional traits, their school and community characteristics, their school climate, and features of their workshops. All variables combined account for 85 percent of the variance in the inservice outcome

measures. Approximately half of this variance is accounted for by the staff and school characteristics, and the remaining half by the climate and workshop features. These results indicate that complex interactions of many staff, contextual, and workshop factors affect the outcomes of staff inservice. Many of these factors can be influenced by workshop designers. (Author/JD)

ED 243 867

SP 024 318

Rappa, Joseph B.

Characteristics of Successful Staff Inservice Training.

Massachusetts State Dept. of Education, Boston. Commonwealth Inservice Inst.; TDR Associates, Inc., Newton, Mass.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Grant—NIE-G-81-0025

Note—10p.; For related documents, see SP 024 317-323.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Community Characteristics, *Educational Environment, Elementary School Teachers, Elementary Secondary Education, *Faculty Development, *Inservice Teacher Education, Program Effectiveness, Secondary School Teachers, *Teacher Attitudes, Teacher Motivation, *Teacher Workshops

A study sought to determine factors and conditions which distinguish effective and less effective staff inservice training. Over 1000 teachers and administrators, who participated in 112 staff inservice projects, were the study subjects. Data was gathered by pre- and post-workshop questionnaires. This report presents a summary of the findings on: (1) teachers' inservice needs; (2) characteristics of effective workshops; (3) effective and negative methods of workshop presentation; (4) characteristics related to positive ratings of staff inservice training (duration, size, representation, and school level); (5) administrative characteristics associated with effective inservice; and (6) the school and community as a context for professional development. In the summary, it is pointed out that the findings indicate that many factors influence the development of effective staff inservice training. Factors noted to be particularly important include the quality of the workshop, quality and extent of administrative involvement, and the school and community as a context for professional development. (JD)

ED 243 868

SP 024 319

Rappa, Joseph B. Genova, William J.

The Knowledge Use Process and Staff Inservice Efforts in Education.

Massachusetts State Dept. of Education, Boston. Commonwealth Inservice Inst.; TDR Associates, Inc., Newton, Mass.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Grant—NIE-G-81-0025

Note—83p.; For related documents, see SP 024 317-323.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Educational Environment, Elementary School Teachers, Elementary Secondary Education, *Faculty Development, *Inservice Teacher Education, *Institutional Characteristics, *Organizational Climate, Participant Characteristics, Program Effectiveness, Secondary School Teachers, Teacher Attitudes, Teacher Behavior, *Teacher Workshops

This paper reports the results of the final stage of a 30 month study of knowledge use in staff-initiated inservice workshops. In earlier stages of this study, knowledge acquisition, use, and impact correlated with multiple sets of participant, workshop, school, and community characteristics. Based on those results, a refined model was developed which depicts knowledge use as a more complex multi-staged, independent, iterative process that develops over time. For example, workshop characteristics show initially high correlation with knowledge use, but over time the initially weaker school variables increase in strength of association with each stage in the knowledge use process. This suggests that the school context constitutes the more pervasive and stable element in the knowledge use process. (Author/JD)

ED 243 869

SP 024 320

Rappa, Joseph B. And Others

Case Studies of 14 Staff Inservice Projects in Massachusetts School Districts.

Massachusetts State Dept. of Education, Boston.

Commonwealth Inservice Inst.; TDR Associates, Inc., Newton, Mass.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Grant—NIE-G-81-0025

Note—155p.; For related documents, see SP 024 317-323.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Case Studies, Community Characteristics, Educational Environment, Elementary School Teachers, Elementary Secondary Education, *Faculty Development, Information Utilization, *Inservice Teacher Education, *Institutional Characteristics, Program Descriptions, Program Effectiveness, Research Utilization, Secondary School Teachers, State Programs, *Teacher Attitudes, *Teacher Workshops

Identifiers—Massachusetts

In the first phase of a study of factors affecting knowledge dissemination and knowledge use in staff development programs, a conceptual model was developed, and from it a 15 page questionnaire was derived to collect data on workshop participants' background and personal characteristics, school characteristics, and workshop characteristics. This follow-up of the first phase focuses on 468 participants in 14 teacher workshops. Each site is described via a seven-part format: (1) the overall setting and the school; (2) the origins of the workshop idea, methods of announcement and recruitment, and incentives for attending; (3) respondents' perceptions of school district and community environments as they appear to affect professional development; (4) characteristics of the workshop, the consultant(s) involved, and instructional methods used; (5) knowledge acquisition and knowledge use as outcomes of the workshop experience; (6) respondents' suggestions about looking for evidence of the use of knowledge gained in workshops; and (7) information obtained on unanticipated topics arising from respondent opinions and reactions. (JD)

ED 243 870

SP 024 321

Walberg, Herbert J. Genova, William J.

Staff, School, and Workshop Influences on Knowledge Use in Educational Improvement Efforts.

Massachusetts State Dept. of Education, Boston. Commonwealth Inservice Inst.; TDR Associates, Inc., Newton, Mass.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Grant—NIE-G-81-0025

Note—51p.; For related documents, see SP 024 317-323.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Environment, *Educational Improvement, Elementary School Teachers, Elementary Secondary Education, *Faculty Development, *Information Utilization, *Inservice Teacher Education, Secondary School Teachers, *Teacher Attitudes, Teacher Background, Teacher Influence, *Teacher Workshops

Identifiers—*Research Practice Relationship

Recent research has focused not only on trying to explain the low rate of diffusion and adoption of innovative programs, but also on the lack of use of "knowledge," more broadly defined to include ideas, information, craft skills, materials, experience, and the like. It is widely acknowledged that disproportionately more educational knowledge exists than is put to use. It is also argued that knowledge use in schools is governed by complex interactions of factors associated with the knowledge itself, the users and the disseminators, and the social and organizational context involved. To explore the validity of models for explaining staff use of professional knowledge, the ratings of the utilization impact of 72 workshops by 467 teachers and other participants were regressed on, and correlated with, their background characteristics, personal concerns, and psychological traits; their school characteristics and climate; and alterable features of the workshops. Controlled for the relatively non-alterable variables, knowledge use is significantly associated with school climate variables such as equality of staff treatment, goal direction, and capacity to deal with problems as well as such work-

shop features as clear advance explanations, job relevance, participant or consultant initiation of workshop, total hours of training, and specific methods of presenting knowledge. (Author/JMK)

ED 243 871 SP 024 322

Rappa, Joseph B. Brown, Patricia P.
Using Research to Enhance Staff Development: A Collaboration between a State Education Agency and an Independent Research Organization.

Massachusetts State Dept. of Education, Boston. Commonwealth Inservice Inst.; TDR Associates, Inc., Newton, Mass.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83
Grant—NIE-G-81-0025

Note—26p.; For related documents, see SP 024 317-323.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cooperative Programs, Educational Environment, Educational Improvement, Elementary School Teachers, Elementary Secondary Education, *Faculty Development, *Information Utilization, *Inservice Teacher Education, *Institutional Cooperation, School Role, Secondary School Teachers, Teacher Attitudes, Teacher Background, Teacher Influence, Teacher Role, *Teacher Workshops

Identifiers—Massachusetts, *Research Practice Relationship

In 1981, TDR Associates, a private, independent research organization in Newton, Massachusetts, began a two and one-half year study of "Knowledge Utilization and School Improvement Through Staff Initiated Inservice Programs." This study was funded by a grant from the National Institute of Education and conducted under an arrangement with the Commonwealth Inservice Institute of the Massachusetts Department of Education. More than an attempt in bridging the gap between research and practice, this effort has resulted in an example of mutual adjustment, where application of practitioners' situational knowledge or social intelligence has improved and informed the research process. The central hypothesis of the study is that participant needs and engaging workshop process are important, but that alone they comprise an incomplete account of knowledge acquisition/use in staff inservice. In addition to participant and workshop characteristics, this research explores the role of such contextual factors as school and district climate, supervisor support, peer relations, student needs, and job satisfaction in inservice outcomes. The research combines quantitative and qualitative methods and has proceeded according to three interactive and interdependent phases. (JMK)

ED 243 872 SP 024 323

Rappa, Joseph B. And Others
Staff, School and Workshop Characteristics Affecting Continued Use and Adaptation of Knowledge: A Follow-Up Study.

Massachusetts State Dept. of Education, Boston. Commonwealth Inservice Inst.; TDR Associates, Inc., Newton, Mass.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83
Grant—NIE-G-81-0025

Note—120p.; For related documents, see SP 024 317-322.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational Environment, *Educational Improvement, Elementary School Teachers, Elementary Secondary Education, *Faculty Development, *Information Utilization, *Inservice Teacher Education, School Role, Secondary School Teachers, *Teacher Attitudes, Teacher Background, Teacher Influence, Teacher Role, *Teacher Workshops

Identifiers—*Research Practice Relationship

Current research and past experience indicate the need to examine longitudinal effects of staff development efforts on school improvement and knowledge use. A six-month follow-up study of knowledge use from staff inservice training was undertaken. Questionnaires were completed by 235 staff (94 percent teachers) who had participated in a study of 1982 inservice workshops. Participant follow-up responses were coded, merged and analyzed, along with pre-post inservice questionnaire data, against four inservice outcomes. The outcome variables, one from the post-inservice questionnaire

and three from the follow-up survey, measured participants' ratings of predicted, continued, and future knowledge use and knowledge adaptation. These outcomes were regressed on and correlated with participants' background characteristics, professional and psychological traits, school and community characteristics, their school climate, workshop features, and the immediate effects of their workshop itself. All variables combined account for approximately 90 percent of the variance in the knowledge use measures. Approximately half of this variance is accounted for by staff and school characteristics and the remaining half by school climate and workshop features. The results, reported in this paper, show little evidence of knowledge adaptation. They further suggest that continued knowledge use is the result of a complex interaction of staff, contextual, and workshop factors. (Author/JMK)

ED 243 873 SP 024 324

Kane, Michael Chase, Cheryl
Staff Development. Background Papers for the Task Force on Education for Economic Growth. Working Paper No. TF-83-4.

Education Commission of the States, Denver, CO. Task Force on Education for Economic Growth.

Report No.—ECS-WP-TF-83-4
Pub Date—Jul 83

Note—18p.

Available from—Education Commission of the States Distribution Center, 1860 Lincoln St., Denver, CO 80295.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Ladders, Elementary School Teachers, Elementary Secondary Education, *Faculty Development, *Inservice Teacher Education, Mathematics Teachers, Peer Teaching, Program Costs, *Program Descriptions, *Program Effectiveness, Science Teachers, Secondary School Teachers, Teacher Shortage

Continuing training—"staff development" or "inservice education"—now seems integral to improving the quality of teaching and administration in our schools. Hard evidence of the effectiveness of staff is generally lacking. This paper offers profiles which include a short description, advantages and disadvantages, unknown elements, and costs, of six successful staff development programs in different parts of the country. The programs include: (1) Professional Growth for Teachers Benefits Students (Rochester, New York); (2) Teacher Retraining in a Context of Financial Incentives (Houston, Texas); (3) Comprehensive Professional Development (Montgomery County, Maryland, Jefferson County, Colorado; and Lincoln, Nebraska); (4) Career Ladder for Teachers (Charlotte-Mecklenburg, North Carolina); (5) Multiple Approaches to Relieving Shortages of Science and Mathematics Teachers (Los Angeles, California); and (6) Staff Development Through Research: Interactive Research and Development on Teaching (California and Vermont). (JMK)

ED 243 874 SP 024 336

Epstein, Joyce L.
Single Parents and the Schools: The Effect of Marital Status on Parent and Teacher Evaluations.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—CSOS-353
Pub Date—Mar 84

Grant—NIE-G-83-0002
Note—64p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Education, Elementary School Students, *Elementary School Teachers, Family Characteristics, Home Study, Institutional Characteristics, *One Parent Family, *Parent Attitudes, Parent Participation, *Parent School Relationship, *Parent Teacher Cooperation, *Teacher Attitudes

Data from a survey of 1269 parents (of whom 24 percent were single parents) were used to study whether single and married parents differ in their interactions with elementary schools and teachers. Results indicate that initial differences between single and married parents' perceptions of teachers and teachers' evaluations of single and married parents are due to other family and school conditions. Race,

parent education, grade level, teacher practices of parent involvement, and overall teacher quality significantly influence parent reports of teacher practices. Single parents also felt more pressure than did married parents to be involved with their children in learning activities at home. Married parents spent more time assisting teachers at school. Study results show the importance of measures of school structures and processes in research on single parents. Single parents had better relations with teachers whose philosophy and practices lead them toward more positive attitudes about parents. Teacher leadership, not parent marital status, influenced parent awareness, appreciation of teachers' efforts, and knowledge about the school program. (Author/CJB)

ED 243 875 SP 024 341

Potter, Margaret L.
Decision Research and Its Application to Educational Settings: A Literature Review. IRLD Monograph No. 23.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—Sep 83
Contract—300-80-0622

Note—53p.

Pub Type—Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Processes, *Decision Making, Decision Making Skills, *Elementary School Teachers, Elementary Secondary Education, *Evaluative Thinking, *Information Utilization, *Problem Solving, Research and Development, *Secondary School Teachers, Student Evaluation, Teacher Attitudes

This paper is a review of the research literature related to theories of reasoning and teacher thinking. Judgment theory, decision theory, and problem-solving theory are discussed. Reviews are provided for studies from three major research projects on teacher thinking: The Institute for Research on Teaching, Special Study C of the Beginning Teacher Evaluation Study, and Shavelson's Research. Comments are made on the relevance of reasoning theories to what occurs in naturalistic settings, and the need for further research on teacher thinking, especially teacher decision making in special education settings. (Author)

ED 243 876 SP 024 342

Graden, Janet L. And Others
Helping Teachers Increase the Time Their Students Spend in Learning.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Report No.—IRLD-RR-139
Pub Date—Sep 83

Contract—300-80-0622
Note—95p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Education, Elementary School Teachers, *Feedback, *Inservice Teacher Education, Principals, *Research Methodology, *Student Behavior, Student Reaction, Teacher Effectiveness, Teacher Improvement, *Teacher Role, *Time on Task

A series of interventions was conducted with eight teachers in two elementary schools to determine the extent to which students' academic responding time could be increased. Teachers participated in one of two conditions: (1) inservice training on the importance of academic responding and ways to increase it; and (2) consultation feedback in addition to inservice training. Results were variable across the two schools, but generally indicated that academic responding time could be increased significantly through teacher interventions, with some classrooms more than doubling their academic responding time. Further, there was no clear trend indicating superiority of either inservice alone or inservice plus feedback consultation in helping teachers increase their students' academic responding time. Discussions of the effects of the interventions are provided by principals of the two participating schools. Items appended include examples of: handouts; observation feedback summary data; forms summarizing feedback consultation meetings; and tables of percent of academic responding times of individual classes. (Author/JMK)

ED 243 877 SP 024 344

Lumpkin, Angela

The Graham Plan—An Early Attempt to Achieve

Sanity in Sport.

Pub Date—30 Mar 84

Note—12p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Anaheim, CA, March 29-April 2, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Athletes, *Athletics, *College Students, *Eligibility, Financial Support, Higher Education, *Program Development, Scholarships, Student Attitudes, Student Participation, *Student Recruitment, Teacher Attitudes

Identifiers—*Graham Plan, University of North Carolina

A study examined, from the perspective of the University of North Carolina and its President Frank Porter Graham, the importance of the Graham Plan, which in the 1930s sought to regulate intercollegiate athletics by disallowing preferential treatment of athletes in the area of financial aid. Graham and his supporters desired to prohibit the use of athletic scholarships and other material benefits in recruiting athletes and urged the selection of varsity players from the student body. Though the plan passed on the strength of its idealism, the institutions of the Southern Conference only supported the Graham Plan for one year because it placed them at a competitive disadvantage with non-conference teams and because of widespread media and alumni opposition. The existence of the Graham Plan was brief yet visionary of a later National Collegiate Athletic Association attempt, the Sanity Code. Both failed to effect changes in increasingly popular and commercial intercollegiate athletic programs. This paper is based on an examination of President's papers, Board of Trustees minutes, Chancellor's papers, University records, newspaper reports, the background for its adoption by the Southern Conference, and viewpoints from individuals who opposed the changes. (Author/JMK)

ED 243 878 SP 024 345

Lumpkin, Angela

Historical Perspectives of Female Participation in

Youth Sport.

Pub Date—31 Mar 84

Note—13p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Anaheim, CA, March 29-April 2, 1984).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Athletics, *Attitude Change, *Females, History, *Participation, Sex Differences, *Social Attitudes, *Sport Psychology, Womens Athletics, *Youth Opportunities, Youth Programs

In the 1980s females in America are permitted and even encouraged to participate in youth sports. This social phenomenon, however, is of recent vintage since most youth sports programs did not initially welcome girls' participation. Three major factors in girls not having been provided equal opportunities in sport are physiological differences in the sexes, societal norms and attitudes, and organizational rules and support. Although competition for girls was largely restricted until the 1960s, some sport participation did occur. Beginning in the 1960s attitudes began changing, since the existing golf, tennis, and field hockey tournaments had not harmed the participants physically or emotionally. While cultural attitudes have prevented many girls from eagerly pursuing sport, these too are changing. No longer are sport outcomes such as character development, social interaction skills, and enhanced self-worth thought to be appropriate only for boys. Organizational rules and support have determined what youth sport opportunities have existed for females, and since societal attitudes have traditionally encouraged sports for males, they invariably were the beneficiaries of the best programs. Most national youth sport organizations today no longer have restrictions about girls participating. The three reasons justifying the limitations placed on female participation in youth sport are no longer considered valid. (JMK)

ED 243 879 SP 024 358

Joyce, Bruce

The Continuous Process of School Improvement: Lessons Learned from the Past.

Association of Teacher Educators, Reston, Va.; Nebraska Univ., Omaha. Center for Urban Education.

Spons Agency—Department of Education, Washington, D.C. Teacher Corps.

Pub Date—Sep 80

Contract—300-77-0156

Note—32p.

Pub Type—Information Analyses (070) — Reports

- Descriptive (141) — Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College School Cooperation, Community Role, *Educational Change, *Educational History, Elementary Secondary Education, *Faculty Development, *Inservice Teacher Education, Peer Relationship, *Peer Teaching, Preservice Teacher Education, *Program Content, Program Design, *School Effectiveness

Identifiers—*Teacher Corps

The Teacher Corps is now 15 years old. The program is already an important part of the history of the attempts to change American education, particularly the preservice and inservice education of teachers. During the last two years, it has embarked upon an ambitious program stressing demonstration and institutionalization of effective educational strategies. That thrust has the potential to substantially increase the impact of the program. This essay is designed to clarify the major elements of the current Teacher Corps thrust and to place it in the context of other past and current efforts to improve schooling and the preparation of teachers. Its goal is to provide Teacher Corps project personnel and others concerned with educational change with some lessons learned from educational research and evaluation, lessons which may help them to strengthen their own efforts. (JMK)

ED 243 880 SP 024 360

Clark, D. Cecil And Others

Origins of Teaching Behavior.

Pub Date—Apr 84

Note—62p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Beginning Teachers, Behavior Development, Classroom Observation Techniques, Classroom Techniques, Elementary School Teachers, Elementary Secondary Education, Higher Education, *Preservice Teacher Education, Secondary School Teachers, Student Teacher Attitudes, *Student Teachers, *Teacher Attitudes, *Teacher Behavior, Teaching Experience, Teaching Methods, *Teaching Styles

Research suggests that preservice training has at best only a modest impact on a teacher's later teaching. The fundamental behaviors of a beginning teacher apparently originate from sources other than the training program. A study sought to identify the origins of first-year and student teacher behaviors and to define these behaviors more directly and precisely than previous studies have done. Six trained observers visited 44 first-year teachers (both elementary and secondary school) and 27 student teachers (elementary school only) approximately 8 times. While in the classroom, the observer recorded happenings in five areas: (1) teacher directions; (2) presentation of information; (3) questioning strategies; (4) evaluative feedback; and (5) materials and equipment used. Student attention levels were recorded when transitions were made from one activity to another. Immediately after each observation period, the teacher was interviewed, presented with a summary of class activities, and asked why they did the things they did. Other data gathering techniques on teacher behaviors included: activity forms; generic source forms; student interviews; and student work and achievement data. Results suggest that teachers rely more upon their own experience than on their formal training as the basis for their teaching practice. Reasons for this are discussed, and teaching behavior origins are outlined in 16 graphs and tables. (JMK)

ED 243 881 SP 024 369

Williamson-Ige, Dorothy K.

Intercultural Education and School Improvement.

Pub Date—[84]

Note—10p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cultural Interrelationships, Cultural Pluralism, *Curriculum Development, Elementary Secondary Education, Higher Education, *Humanistic Education, *Multicultural Education, *Program Improvement, Teaching Methods
This paper proposes integrating "Intercultural Education" as a fundamental part of the overall school curriculum. Intercultural Education implies positive interactions between heterogeneous citizens including those with gender differences, handicaps, race differences, and socioeconomic differences. The basic philosophy of Intercultural Education simultaneously recognizes similarities and respects differences. It is based on the premise that, if individuals are truly accepted for their own worth and more time and resources are placed on human effort, the problems of education in America would most likely decrease. An outline is given of how Intercultural Education may be brought into and implemented within the existing school curriculum in elementary through higher education. Teaching strategies are described for effectively achieving the goals of Intercultural Education. (JD)

ED 243 882 SP 024 372

Cornett, Lynn M.

A Comparison of Teacher Certification Test Scores and Performance Evaluations for Graduates in Teacher Education and in Arts and Sciences in Three Southern States. Final Report.

Southern Regional Education Board, Atlanta, Ga. Spons Agency—National Endowment for the Humanities (NEFAH), Washington, D.C.

Pub Date—84

Grant—OP-20102-83

Note—59p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, *Educational Certificates, Elementary School Teachers, Elementary Secondary Education, Employment Qualifications, Humanistic Education, *Liberal Arts, *Scores, Secondary School Teachers, Standardized Tests, State Norms, *Teacher Certification, Teacher Education Programs, Teacher Effectiveness, Teacher Evaluation, *Vocational Evaluation

Identifiers—Georgia, Louisiana, North Carolina, *Provisional Certification

The regular certification of arts and science graduates who have not completed the necessary professional education courses has become state policy recently in several states and others are considering it. These four studies provide data on two research questions related to this policy: (1) What, if any, differences in scores on teacher certification tests occur for two groups of teachers: those who have completed teacher education or certification programs, and those who are temporarily certified (arts and sciences majors)? and (2) What, if any, differences exist in on-the-job performance of the aforementioned groups of teachers as measured by evaluation instruments currently in use? The methodology, results, and conclusions of four related studies are presented: (1) a study of scores on the Georgia Teacher Certification Tests for teachers with regular certification and provisional certification; (2) a study of scores on the National Teacher Examinations for teachers with regular and temporary certification in Louisiana; (3) a comparison of the performance of classroom teachers in a metropolitan school district who have graduated from arts and sciences or teacher education programs; and (4) a comparison of performance and test scores for a selected population of teachers with provisional and regular certification in North Carolina. (JD)

ED 243 883 SP 024 388

The Education of Young Adolescents: Implications for Schooling and Teacher Education.

Queensland Board of Teacher Education, Toowoomba (Australia).

Report No.—ISBN-0-7242-1320-1

Pub Date—Mar 84

Note—52p.

Pub Type—Information Analyses (070) — Collected Works - Proceedings (021) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adolescent Development, Adolescents, Emotional Development, Foreign Countries, Junior High Schools, *Middle Schools,

Physical Development, *Preadolescents, School Effectiveness, Social Development, Student Characteristics, *Student Needs, Teacher Attitudes, Teacher Characteristics, *Teacher Education, *Teacher Role

Identifiers—*Australia, Early Adolescents

Teacher educators, teachers, parents, and principals participated in a 1983 seminar in Australia on early adolescents. A literature review on schooling for early adolescents was prepared as background reading for seminar participants. The opening address was given by Professor Colin Power, Flinders University of South Australia, who outlined the educational needs of early adolescents and proposed a number of ways in which schools and teachers could meet these needs. In his address to the seminar, Dr. John Manning, Brisbane College of Advanced Education, suggested ways in which teacher education could help to develop in teachers the attitudes and skills which are necessary to effectively meet the needs of early adolescents. Following each of these addresses, seminar participants were invited to put questions and comments to a panel. Contents of this booklet include: (1) "Schooling for Early Adolescents: A Review of the Literature" (M. Bella); (2) "Meeting the Needs of Children in the Early Adolescent Years" (C. Power); (3) Discussion Following Power's Paper; (4) "Teacher Education and the Middle School" (J. Manning); (5) Discussion Following Manning's Paper; (6) Recommendations from Seminar; and (7) list of Conference Participants. (JMK)

ED 243 884 SP 024 389
A Career in Independent School Teaching.

National Association of Independent Schools, Boston, Mass.

Pub Date—[79]

Note—22p.

Available from—Order Department, National Association of Independent Schools, 18 Tremont St., Boston, MA 02108 (Single Copy Free; Multiple Copies: Prices on Request).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Choice, Curriculum, Elementary Secondary Education, *Employment Opportunities, Governance, *Private Schools, Student Teacher Ratio, Student Teacher Relationship, Teacher Attitudes, Teacher Employment Benefits, *Teacher Qualifications, Teacher Salaries, *Teaching (Occupation)

This booklet provides information for teachers who are considering a career in a private or independent school. Descriptions are given of the functions and philosophies underlying private education. Features which distinguish independent schools in the areas of governance, finances, curriculum, and student and faculty selection are discussed. A general description is given of what independent schools can offer a prospective teacher and what these schools expect of their faculty. Suggestions are made on how to look for a job in a private school and include information on preparing a resume, interviewing for a position, and what may be expected in regard to salaries and benefits. Resources on private schools are listed under three headings: directories, general readings, and teacher placement agencies. (JD)

ED 243 885 SP 024 901

Alliance for Excellence: Librarians Respond to "A Nation at Risk." Recommendations and Strategies from Libraries and the Learning Society.

Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.

Pub Date—Jul 84

Note—71p.; For the five issue papers that preceded this final project report, see SP 024 902-906. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Libraries, College Libraries, Educational Needs, Educational Quality, Elementary Secondary Education, *Futures (of Society), Higher Education, *Information Needs, Information Science, Information Services, Learning Resources Centers, Librarians, Library Cooperation, Library Education, Library Instruction, *Library Role, *Library Services, Lifelong

Learning, *School Libraries

Identifiers—Libraries and the Learning Society, National Commission on Excellence in Education, *Nation at Risk (A)

In response to the National Commission on Excellence in Education's Report, "A Nation at Risk," the Department of Education's Center for Libraries and Education Improvement, Office of Educational Research and Improvement, invited leaders in the library and information science community to a meeting in September 1983 to help launch a project to be known as "Libraries and the Learning Society." Four seminars, held in different United States cities, examined how public libraries, academic libraries, library and information science training institutions, and school library media centers could best respond to "A Nation at Risk." The fifth seminar dealt with ways in which libraries should come together to link their resources to help create a Learning Society. Based upon seminar participant responses to issue papers, 13 recommendations were identified, concerning: (1) teaching of effective use of information resources in elementary and secondary schools; (2) high quality library services and resources for all elementary and secondary schools; (3) more vigorous and measurable standards for school library media services; (4) open libraries for students and area residents; (5) library collections to inform librarians and educators about recent developments in their respective fields; (6) a broad general education for future school media specialists; (7) competitive salaries for media specialists; (8) school administrator and teacher candidates' knowledge about the role of a media center; (9) providing a versatile, resourceful advisory service in all libraries; (10) library activity in adult literacy education programs; (11) assessment of libraries' ability to respond to proposals for excellence in education and lifelong learning; (12) development of plans by libraries to share their resources; and (13) reform and refinement of recruitment, preparation, and continuing education of librarians and information scientists. (JMK)

ED 243 886 SP 024 902

Hannigan, Jane Anne

Vision to Purpose to Power: A Quest for Excellence in the Education of Library and Information Science Professionals.

Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.

Pub Date—2 Jan 84

Note—72p.; One of the five issue papers prepared by the "Libraries and the Learning Society" project, the response of the library community to "A Nation at Risk." For the final project report, see SP 024 901.

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Change Strategies, *Educational Change, *Educational Needs, Educational Quality, *Futures (of Society), Graduate Study, Higher Education, *Information Science, Information Scientists, Librarians, *Library Education, *Library Schools

Identifiers—Libraries and the Learning Society, Nation at Risk (A)

Perhaps librarianship is faced with problems even greater than those of education. In fact, its very existence is being challenged. Library schools have consistently tried to educate almost all librarians and information scientists in one mold. This simply cannot be done—it never could. Library educators must give up their rather immature notion that library schools can be all things to all persons; they must accept that this is impossible and select the professional territory in which excellence can be achieved. This paper, part of the library and information science community's response to "A Nation at Risk," includes discussion on: (1) the process and problems of change; (2) criteria for excellence; (3) students and admission; (4) accreditation, certification, and continuing education; (5) faculty; (6) deans; (7) technology; (8) the research environment; (9) cooperative efforts; (10) funding; and (11) curricular planning. Four alternative curricular scenarios in library and information science education are outlined: (1) end-user scenario; (2) process scenario: management of information; (3) product scenario: technical, automated information science; and (4) specialty scenario: school library media education. (JMK)

ED 243 887 SP 024 903

Zweig, Douglas L.

Public Libraries and Excellence: The Public Library Response to "A Nation at Risk."

Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.

Pub Date—9 Jan 84

Note—35p.; One of the five issue papers prepared by the "Libraries and the Learning Society" project, the response of the library community to "A Nation at Risk." For the final project report, see SP 024 901.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Resources, Continuing Education, Elementary Secondary Education, Financial Needs, *Information Needs, *Library Services, *Lifelong Learning, Postsecondary Education, *Public Libraries

Identifiers—Libraries and the Learning Society, Nation at Risk (A)

The role of the public library in providing supplementary materials and services to those still in school, and offering opportunities for continuing education to the public at large is explored. Challenges facing public libraries as they attempt to respond to "A Nation at Risk" are discussed, including the decline of literacy in the information society, the constriction of economic support for public libraries, and the increased similarity of available information. A review is presented of public library developments that offer optimism for the public library's ability to meet these challenges: a shift from an institutional to a client orientation; rethinking of the public library mission; and reorganization and cooperation for increased effectiveness. Continuing constraints under which public libraries struggle are addressed, including continuing economic pressure, perceived irrelevance, and lack of training and skills in library staff. Recommendations are made regarding content, standards and expectations, time, teaching, leadership, and fiscal support in public libraries. (JD)

ED 243 888 SP 024 904

Dougherty, Richard M.

"Stemming the Tide" of Mediocrity: The Academic Library Response to "A Nation at Risk."

Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.

Pub Date—19 Dec 83

Note—27p.; One of the five issue papers prepared by the "Libraries and the Learning Society" project, the response of the library community to "A Nation at Risk." For the final project report, see SP 024 901.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Libraries, College Faculty, *College School Cooperation, Educationally Disadvantaged, Higher Education, *Information Needs, *Library Cooperation, Library Extension, Library Role, *Library Services

Identifiers—Libraries and the Learning Society, Nation at Risk (A)

Ways in which academic libraries can contribute to strengthening the educational system are examined, and obstacles to be overcome or circumvented are considered. Primary focus is on the generic academic library. An overview is presented on what is known about libraries and learning, and the use of library resources. Several seminal studies are cited on the use of libraries by the college population and on attempts to develop educational programs based upon close cooperation between librarians and college faculty. The successes and failures of library services for educationally disadvantaged students are discussed, and some recommendations are made for improving special library services to students in need of remedial aid. Suggestions are made on how campus libraries can take the initiative in sponsoring programs designed to improve the understanding and use of information related tools or in co-sponsoring activities with colleges of education, extension agencies, or local public library facilities. (JD)

ED 243 889 SP 024 905

Liesener, James W.

Learning at Risk: School Library Media Programs in an Information World.

Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.

Pub Date—[83]

Note—48p.; One of the five issue papers prepared

by the "Libraries and the Learning Society" project, the response of the library community to "A Nation at Risk." For the final project report, see SP 024 901.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Media, Elementary Secondary Education, *Information Needs, *Information Seeking, Information Utilization, Learning Resources Centers, *Library Role, *Library Services, Lifelong Learning, *Media Specialists, Online Systems, *School Libraries

Identifiers—*Libraries and the Learning Society, Nation at Risk (A)

The critical and central role of school library media programs in equipping individuals with the skills and knowledge necessary to compete successfully in a learning society and an information world was explored. An analysis of patterns of information seekers' behavior provided the basis for a discussion of the importance of considering the proximity or availability of information sources, the time and energy required to find and use information, and perceptions of how much information is needed. The primary function performed by the school library media specialist or program was viewed as a mediation function. In this function, the specialist acts as an intermediary between the complex and rapidly expanding information world and the client. This intermediary function is performed in different ways. The provision of access to materials, equipment, and space is the most clearly perceived group of services provided by school library media programs. Further services to the information seeker include reference or information services, providing materials and assistance, instructing, and consulting. A discussion is presented on the problems facing the library media specialist and the fundamental components of a training program for school library media specialists. (JD)

ED 243 890

SP 024 906

Sullivan, Peggy
Libraries and the Learning Society: Relationships and Linkages among Libraries.

Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.

Pub Date—[84]

Note—43p.; One of the five issue papers prepared by the "Libraries and the Learning Society" project, the response of the library community to "A Nation at Risk." For the final project report, see SP 024 901.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Libraries, *Delivery Systems, Independent Study, *Library Cooperation, Library Facilities, Library Instruction, Library Materials, *Library Networks, Library Personnel, Library Research, Library Role, *Library Services, Public Libraries, School Libraries

Identifiers—*Libraries and the Learning Society, Nation at Risk (A)

The easiest link for libraries to establish in relation to the learning society is the direct managerial link that many have with educational institutions. Libraries in schools, colleges, and universities of all kinds are significant parts of the education enterprise. They become more so when the emphasis of education shifts to independent learning and the need for access to a wide variety of materials. A learning society, however, is made up of learners, with diverse needs, whose access to information and reading materials may be limited to the public library. While libraries have individual missions, there are overlaps in the kinds of collections and other resources they offer. Each library must be small enough to be manageable, and each needs to be linked with other libraries. Coordination of effort means that some activities and resources may be divided among libraries and agreements reached about what will be borrowed or loaned. Linkages strengthen individual libraries when added to the traditional components of library services. Exchange of information and materials, communications, and cooperative decisions for some libraries in networks or consortia are becoming increasingly common. (JD)

ED 243 891

TM 820 280

Schwartz, Judah L., Ed. Gare, Michael S., Ed.
Assessment in the Service of Instruction.

Massachusetts Inst. of Tech., Cambridge. Div. for Study and Research in Education.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 81

Grant—G-79-0045

Note—167p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Criterion Referenced Tests, Educational Assessment, Educational Diagnosis, Elementary Secondary Education, Instruction, *Instructional Improvement, *Instructional Materials, Learning Processes, Measurement Techniques, Standardized Tests, Testing, *Tests, *Test Use, Test Validity

Identifiers—*Alternatives to Standardized Testing

In an effort to examine issues raised by the effort to assess the performance of educational institutions, a project focusing on the social purposes and intellectual foundations of assessment practices in education was initiated. The primary goal of the project was to explore the possibility of developing new, more appropriate educational assessment strategies. As part of the project, several panels were convened, each focusing on a broad purpose of educational assessment. This document is the report of the first panel, which focused on the role of assessment in classroom instruction. It includes papers by Eva L. Baker, Eugenia Kemble, Philip Jackson, David Hawkins, J. Parker Damon, Asa G. Hilliard III, Howard E. Gruber, Robert T. Keegan, Judah L. Schwartz, Edwin F. Taylor, Nancy Willie, and Michael S. Gare. The panel concludes with four recommendations: (1) in developing new assessment materials, it is worth starting small; (2) the development of new assessment materials should be carried out by groups with a strong interest in the content areas being assessed; (3) schools interested in adopting new forms of assessment should begin by focusing on a small number of classrooms and subject areas; and (4) making new forms of assessment work in practice will depend on the sensitivity and ingenuity of teachers. (BW)

ED 243 892

TM 830 020

Wainer, Howard

How to Display Data Badly. Technical Report No. 82-33.

Educational Testing Service, Princeton, NJ. Program Statistics Research Project.

Report No.—ETS-RR-82-35

Pub Date—Aug 82

Note—68p.; Paper presented at the Annual Meeting of the American Statistical Association (Cincinnati, OH, August 16-19, 1982).

Available from—Educational Testing Service, Research Publications R-116, Princeton, NJ 08541.

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Charts, Communication (Thought Transfer), *Graphs, *Statistical Data, Tables (Data)

Identifiers—*Data Display

The aim of good data graphics is to display data accurately and clearly. This definition is used as a point of departure for developing 12 rules of bad data display: (1) show as little data as possible (minimize the data density); (2) hide what data you do show (minimize the data-link ratio); (3) ignore the visual metaphor altogether; (4) only order matters (The Pravda School of Ordinal Graphics); (5) graph data out of context; (6) change scales in mid-axis; (7) emphasize the trivial (ignore the important); (8) juggle the baseline; (9) order graphs and tables alphabetically; (10) label illegibly, incompletely, incorrectly, and ambiguously; (11) more is murkier (more decimal places and more dimensions); and (12) if it has been done well in the past, think of a new way to do it. Although the tone of this presentation is light, and points in the wrong direction, the aim is serious. The 12 "rules" point clearly toward an outlook that provides many hints for good display. (BW)

ED 243 893

TM 830 259

Ward, William C. And Others
Ill-Structured Problems as Multiple-Choice Items.

Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
Report No.—ETS-RR-83-6; GREB-81-18P

Pub Date—Mar 83

Note—28p.

Available from—Educational Testing Service, Research Publications R-116, Princeton, NJ 08541.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Tests, Higher Education, *Logical Thinking, *Multiple Choice Tests, Problem Solving, Test Construction, Testing Problems, *Test Items

A new item type was developed, incorporating features of "ill-structured" problems in a multiple-choice format. The problems are similar to previously developed scientific thinking tasks in requiring the examinee to go beyond the information provided; they resemble a variant of the logical reasoning item type, but demand somewhat more structuring by the examinee of the set of assumptions needed to solve the problem. A pretest was carried out to compare the new item type with two variants of the logical reasoning item type; a second study, using preexisting data, compared these two variants with one another. In neither case was there any indication that problems identified as "ill-structured" measured different aspects of ability than do "well-structured" problems. The new item type might be employed in tests of reasoning for the sake of increasing the variety of item types available for test construction, but would not be expected to extend the range of cognitive skills assessed by the tests. (Author)

ED 243 894

TM 830 276

Powers, Donald E. Stansfield, Charles W.

The Test of Spoken English as a Measure of Communicative Ability in the Health Professions: Validation and Standard Setting.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RR-83-1; TOEFL-RR-13

Pub Date—Jan 83

Note—74p.; Some tables contain small print.

Available from—TOEFL Program Office, Educational Testing Service, Princeton, NJ 08541. (\$3.00; 10 or more, \$2.00 each).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Certification, Communicative Competence (Languages), Cutting Scores, *English (Second Language), *Health Personnel, *Language Proficiency, Language Tests, Oral Language, Speech Tests, Standardized Tests, *Standards, *Test Construction, Test Validity

Identifiers—Nonnative Speakers, Test of English as a Foreign Language, *Test of Spoken English

The increasing interest in oral proficiency during the past decade prompted Educational Testing Service (ETS) to undertake the development of the Test of Spoken English (TSE), a standardized test of speaking proficiency of non-native speakers of English. The test has been validated for the selection of non-native teaching assistants applying to U.S. institutions. The objectives of the study reported here were to: (1) provide additional validation of the TSE for the selection and certification of non-native health professionals, (2) establish a set of procedures for determining standards of proficiency on the TSE, and (3) try out these procedures in selected health professions in which the test could be used. The results of the study support the validity of the TSE as a measure of oral language proficiency and provide some progress toward the setting of appropriate standards of oral language proficiency within the health-related professions. (Author/PN)

ED 243 895

TM 830 436

Three-Year Planning Data-Base, 1982-83. Vol. II.
Rochester City School District, N.Y.

Pub Date—Dec 82

Note—210p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, Age Groups, *Attendance Patterns, *Educational Attainment, Educational Planning, Elementary Secondary Education, Ethnic Distribution, Graduation Requirements, Longitudinal Studies, *School Demography, School Districts, School Holding Power, *School Statistics, Special Education, Student Mobility, Suspension, Test Results

Identifiers—Metropolitan Achievement Tests, New York State Pupil Evaluation Program, *Rochester

TM

City School District NY

This compilation of data was originally published in April 1981 as part of the Rochester City School District's preliminary three-year planning document. As the document's database, it reviewed several aspects of District instruction and operation including enrollment, student achievement and attainment, attendance, student mobility, and school holding-power. These data became the research base upon which the District's three-year plan was founded and from which its recommendations for improvement were developed. This volume, the 1982-83 database, expands the scope of last year's compilation and improves its format and content. As in the original volume, data are presented longitudinally, e.g. the reading and math achievement of District students over the past eight years, or the graduation rates among seniors for the past five. When possible, information on city schools has been described in the frame of reference of statewide or national research. Recommendations developed last year in the preliminary document are currently represented in several planning initiatives directed to improving District instruction and services. A list of these projects and an executive summary of the preliminary document have been included in this volume. (Author/BW)

ED 243 896 TM 830 524

Frederiksen, Norman

Implications of Theory for Instruction in Problem Solving.

Educational Testing Service, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ETS-RR-83-19

Pub Date—Apr 83

Grant—NIE-G-79-0127

Note—90p.

Available from—Educational Testing Service, Research Publications R-116, Princeton, NJ 08541.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Aptitude, *Cognitive Processes, *Creative Thinking, Creativity Research, Instructional Materials, Pattern Recognition, *Problem Solving, *Teaching Methods, Theories

Cognitive theories of problem solving and suggestions made by cognitive psychologists regarding how to teach problem solving are reviewed. Theories and suggestions from creativity research are also considered. The results are summarized in terms of a description of how high levels of proficiency in problem solving are acquired and how problem solving skills might best be taught, keeping in mind a distinction between well- and ill-structured problems. The need for practice materials is discussed, and some desirable qualities of such materials are suggested. Finally, several unresolved issues regarding instructional methods are considered. (Author)

ED 243 897 TM 830 527

Swinton, Spencer S.

A Manual for Assessing Language Growth in Instructional Settings.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RR-83-17; TOEFL-RR-14

Pub Date—Feb 83

Note—200p.

Available from—Educational Testing Service, Research Publications R-116, Princeton, NJ 08541.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Achievement Gains, Computer Software, Data Analysis, Data Collection, *English (Second Language), Glossaries, Higher Education, Language Tests, Predictive Measurement, *Pretests Posttests, *Regression (Statistics), Scores, *Test Reliability

Identifiers—Statistical Package for the Social Sciences, *Test of English as a Foreign Language

This manual is designed to assist administrators of English-as-a-second-language programs in assessing students' language growth. It begins by reviewing some of the concepts and terminology to be used. It then goes on to suggest and illustrate data-recording formats and methods of summarizing raw gains. This is followed by an example based on bowling scores to illustrate the regression effect. An overview of a method for separating raw gain into regression and true gain components follows. It concludes with a brief discussion of a method for comparing two different groups with differing backgrounds or curricula. The appendices give details of the data

and of the steps in performing the regression analyses using SPSS (Statistical Package for the Social Sciences). (BW)

ED 243 898 TM 830 531

Hartle, Terry And Others

Older Students and the GRE Aptitude Test.

Educational Testing Service, Princeton, NJ. Graduate Record Examination Board Program.

Spons Agency—Graduate Record Examinations Board, Princeton, N.J.

Report No.—ETS-RR-83-20; GREB-76-13R

Pub Date—Jun 83

Note—48p.; Small print in appendices.

Available from—Educational Testing Service, Research Publications R-116, Princeton, NJ 08541.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Students, Age Differences, *College Entrance Examinations, Ethnic Groups, *Graduate Studies, Higher Education, Majors (Students), *Nontraditional Students, Scores, Sex Differences, *Student Characteristics, Student Educational Objectives

Identifiers—*Graduate Record Examinations

This report reviews background and test performance data on one large segment of potential graduate school applicants—Graduate Record Examination (GRE) test takers who were 30 years of age or older and test takers who had received their bachelor's degrees more than eight years earlier. When contrasted with younger test takers, the older group included a larger proportion of women and minorities, were less likely to aspire to doctoral degrees, and were much more likely to anticipate graduate study in the field of education. However, a sizable number of the older test takers anticipated graduate major fields in academic areas and other professional fields, and indicated that they planned to work for doctoral degrees. Although the average test scores of older test takers were lower than the average scores of younger test takers, the differences in scores on the verbal ability measure were reduced substantially when the data were examined by anticipated field of graduate study. Older test takers consistently had lower average scores on the quantitative measure. A review of the literature on learning ability and age suggests that methodological problems and changing times probably account for most of the reported age differences in both learning ability and performance. (BW)

ED 243 899 TM 830 613

Lindstrom, Berner

The Rasch Model as a Criterion: Applying the Rasch Model to the Analysis of Test Heterogeneity.

Spons Agency—National Swedish Board of Education, Stockholm.

Pub Date—Apr 83

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Quebec, April 11-15, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Latent Trait Theory, *Mathematical Models, Multidimensional Scaling, *Psychometrics, Test Construction, Tests, *Test Theory

Identifiers—Item Parameters, Person Parameters, *Rasch Model, *Test Homogeneity, Unidimensionality (Tests)

The aim of this paper is to explore the Rasch model as a criterion of test homogeneity. Two empirical studies are presented to demonstrate this usage. From these studies it is argued that statistical tests of item characteristic curve (ICC) slopes are not sufficient in testing for heterogeneity. Tests of equality of ICC's over groups of subject and, above all, tests of equality of person characteristic curve's over groups of items are the proper tests to use. It is also stressed that the application of these kinds of test puts high demands on a theoretical foundation. Finally, it is maintained that the problem of test heterogeneity is essentially a theoretical question. (Author)

ED 243 900 TM 830 629

Leary, Linda F. Wightman, Lawrence E.

Estimating the Relationship Between Use of Test-Preparation Methods and Scores on the Graduate Management Admission Test.

Educational Testing Service, Princeton, N.J.; Grad-

uate Management Admission Council, Princeton, NJ.

Report No.—ETS-RR-83-22; GMAC-RR-83-1

Pub Date—Jun 83

Note—69p.; Small print in Table 3.

Available from—Educational Testing Service, Research Publications R-116, Princeton, NJ 08541.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Education, *College Entrance Examinations, Grade Point Average, *Graduate Study, Higher Education, Racial Differences, Regression (Statistics), Review (Reexamination), *Scores, Sex Differences, *Test Coaching

Identifiers—*Graduate Management Admission Test

This study sought to examine the relationship between five methods of test preparation and test performance as measured by Graduate Management Admission Test (GMAT) Verbal, Quantitative and Total scores. Data on method of test preparation were obtained through voluntary examinee response to five questions which appeared on the answer sheets. One sample of first-time test takers and one sample of second-time test takers were selected from among the 185,525 1981-82 GMAT examinees who were U.S. citizens. Multiple regressions using GMAT scores as dependent variables and test preparation, undergraduate grade point average (UGPA) and sex as independent variables were computed separately for first-time examinees who were members of the Afro-American/Black, Caucasian/White, Oriental/Asian and Spanish-American U.S. citizen subgroups. Results indicated that differences in GMAT scores do exist among examinees using different methods of preparing for the examination. However, it was shown that when initial ability, as measured by GMAT first score, was controlled, the sizes of the effects of studying the GMAT bulletin, working through an actual GMAT, and reviewing mathematics were not significantly different from zero. The effects of the methods on GMAT scores of first-time examinees were larger. However, the effects of test preparation are confounded with the characteristics of examinees who choose to use each method. (Author/BW)

ED 243 901 TM 830 718

Thissen, David Wainer, Howard

Confidence Envelopes for Item Response Theory.

Technical Report No. 83-38.

Educational Testing Service, Princeton, NJ. Program Statistics Research Project.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—ETS-RR-83-25

Pub Date—May 83

Contract—F41689-82-C-0020

Note—29p.

Available from—Educational Testing Service, Research Publications R-116, Princeton, NJ 08541.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Graphs, *Latent Trait Theory, *Mathematical Formulas, Mathematical Models, Regression (Statistics), Sampling

Identifiers—*Confidence Intervals (Statistics)

A statistical method is described and illustrated which provides confidence envelopes around item response functions. Examples of 95 percent confidence envelopes for the one-, two-, and three-parameter logistic response models are given. In addition, the authors describe N-line plots, which show the genesis of the envelope as well as the density of lines in the confidence region. These too are illustrated for the one-, two-, and three-parameter logistic models. (Author)

ED 243 902 TM 830 744

Dass, Jane Pine, Charles

Interpreting Mathematics Scores on the New Jersey College Basic Skills Placement Test.

Educational Testing Service, Princeton, N.J.; New Jersey Basic Skills Council, Trenton; New Jersey State Board of Higher Education, Trenton.

Pub Date—81

Note—15p.; Contains small print.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Algebra, Basic Skills, *College Freshmen, Computation, Higher Education, Mathematics Achievement, *Quantitative Tests, Scores, *Student Placement, *Test Interpretation, Test Reliability, Test Validity

Identifiers—*New Jersey College Basic Skills Placement Test

The New Jersey College Basic Skills Placement Test (NJCBSPT) is designed to measure certain basic language and mathematics skills of students entering New Jersey colleges. The primary purpose of the two mathematics sections is to determine whether students are prepared to begin certain college-level work without a handicap in computation or elementary algebra. This guide discusses the scale used for reporting scores on the NJCBSPT; test score distributions; the reliability of the test and its standard error of measurement; its content validity, concurrent validity, and placement validity; and item-test regression research. General guidelines for assessing proficiency with each subtest are provided. Selected references on using placement test scores, and four sample score reports are appended. (BW)

ED 243 903 TM 830 797

Hufner, Rosemary
Mapping the Long Range Development of the National Teacher Examinations.

Pub Date—30 Aug 81
Note—33p.; Paper presented to the Research and Development Committee, National Teacher Examinations Policy Council (August 30, 1981).
Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Beginning Teachers, Elementary Secondary Education, *Occupational Tests, *Teacher Certification, Teacher Education, Teacher Effectiveness, *Teacher Selection, *Test Construction

Identifiers—*National Teacher Examinations
Characteristics of the National Teacher Examinations (NTE) of 10 years hence are projected. The NTE-recommended guidelines for the examination are that: the test be used for selection and certification of teachers; it will be suitable for group testing; a single map will be used for the professional component to measure teacher effectiveness; map content will consist of characteristics for which empirical data can be gathered; and it will be primarily an objective paper-pencil test, with an audio-visual dimension to evaluate communication and social interaction skills. The knowledge base of the test should include pattern-seeing and interrelations of patterns. The professional component should measure the generic educator abilities which demonstrate an integration of knowledge, skills, and attitude. The education of teachers is discussed in general areas and specific fields. The professional component of teacher education programs is examined, and the generic educator competencies that shape it are discussed. These competencies include social interaction, communication, conceptualization, coordination, and diagnosis. A table identifies these competencies with the knowledge base, skills, and behavioral indicators for the knowledge and skill bases. An indication of how these behaviors could be measured in a paper-pencil or videodisc test is also included. (DWH)

ED 243 904 TM 830 842

Archiving Methodology. Volume I: Project Officer's Guide.

Leinwand (C.M.) Associates, Inc., Newton, Mass. Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—30 Jul 79
Note—50p.; For related documents, see TM 830 842-845.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Archives, *Databases, *Data Collection, *Delivery Systems, Diffusion (Communication), Documentation, *Federal Government, Guidelines, Information Dissemination, Information Utilization, *Models

Identifiers—*Secondary Analysis
Recently, to encourage secondary analysis, the federal government has begun to arrange for public policy data to be documented, archived and released to the public. The purpose of this document is to provide government project officers with guidelines for archiving government-sponsored data files. The guidelines represent a model for systematically transferring data from the original data collection contractors to the public domain in a form amenable to secondary analysis. The model has four stages: (1) establishing requirements, policies, and procedures to facilitate data archiving; (2) deciding whether a specific data set will be archived; (3) cre-

ating an archived data set; and (4) transferring the data to a consortium which will maintain and disseminate them. (PN)

ED 243 905 TM 830 843

Archiving Methodology. Volume II: Contractor's Guide.

Leinwand (C.M.) Associates, Inc., Newton, Mass. Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—31 Mar 80
Note—29p.; For related documents, see TM 830 842-845.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Archives, *Databases, Data Collection, *Delivery Systems, Documentation, Guidelines, Information Utilization
Identifiers—*Contractors, Database Producers, *Data Organization, Secondary Analysis

This section of the "Archiving Methodology" is concerned with the role of data collection contractors in the archiving process. Their role is discussed from three perspectives: (1) the nature of the relationship of the data collection contractor, the project officer, and the archivist; (2) the considerations contractors must make when preparing data for archiving; and (3) the mechanisms facilitating the transfer of information from the contractor to the archivist. This document discusses an overview of contractor requirements (project- and file-level documentation) and specific contractor requirements (Cross-Referenced Information Form and data collection process considerations). (PN)

ED 243 906 TM 830 844

Archiving Methodology. Volume III: Project-Level Documentation Standard.

Leinwand (C.M.) Associates, Inc., Newton, Mass. Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—31 Mar 80
Note—37p.; For related documents, see TM 830 842-845.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Archives, *Databases, Data Collection, Delivery Systems, *Documentation, Information Dissemination, Information Utilization, *Program Descriptions, Research Projects, Research Utilization, *Standards

Identifiers—Contractors, Contractors, Data Management, *Secondary Analysis
This volume of "Archiving Methodology" provides contractors with standards for developing project-level documentation. This volume is designed to acquaint a potential data user with the research and/or evaluative effort that generated the archived data. It serves as both an introduction to and an overview of a collection of data files by providing background information on an entire project, including its original purpose, historical perspective, and enabling legislation. Descriptions of component data files, narratives on the background and significance of the data, and summaries of research goals and findings acquaint the reader with the key concepts of the data files. Beginning with sections that explain the purpose, background, and significance of the data files, subsequent sections deal with the study design, the sample represented by the data, the statistical analyses performed, the major findings of the study, and an overview of the actual data files generated by the study. (PN)

ED 243 907 TM 830 845

Archiving Methodology. Volume IV: File-Level Documentation Standard.

Leinwand (C.M.) Associates, Inc., Newton, Mass. Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—31 Mar 80
Note—34p.; For related documents, see TM 830 842-844. Page 1 is missing.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Archives, *Databases, *Data Collection, Delivery Systems, *Documentation, Information Dissemination, *Standards
Identifiers—Contractors, Secondary Analysis

This volume of "Archiving Methodology" is devoted to file-level documentation. File-level documentation refers to the description of the contents of a single data file or a group of identically structured files. It consists of three sections: (1) file background-information pertaining to the origin, purpose, and collection methodology of the data; (2)

codebook-descriptions of each specific data item contained in the file; and (3) supplemental information—additional information about the file, including extended coding instructions, recodes, detailed scale and new variable calculations, and copies of original project documents. (PN)

ED 243 908 TM 840 044

Chiwona, Peter H.
Assessing Expected Outcomes of Education: What Every Student Should Know and How to Assess It.

Pub Date—Jun 83
Note—19p.; Paper presented at the Annual Conference of the International Association for Educational Assessment (9th, Blantyre, Malawi, June 13-17, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, *Educational Objectives, Elementary Secondary Education, Foreign Countries, Learning Processes, *Outcomes of Education, Student Evaluation
Identifiers—Ethiopia

The primary role of education is the production of positive changes in the learner. Teachers make decisions regarding effective experiences conducive to helping students change their behaviors. Evaluation provides evidence to help teachers and students attain desired goals of instruction and the objectives of education. Four types of evaluation are appropriate for four major types of decisions in education: context evaluation, input evaluation, process evaluation, and product evaluation. Evaluation instruments offer an operational definition of the matrix of content and behaviors. The instructional system design is a decision-making operation involving decisions about material to be learned, by whom, when, where, how learning should be evaluated and improved, and what resources should be involved in preparing and providing for learning. The learning and evaluation process is presented in diagrammatic form. (DWH)

ED 243 909 TM 840 085

Powers, Donald E. Lehman, James
GRE Candidates' Perceptions of the Importance of Graduate Admission Factors.

Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
Report No.—ETS-RR-82-57; GREB-81-2R
Pub Date—Dec 82
Note—42p.

Available from—Educational Testing Service, Research Publications R-116, Princeton, NJ 08541.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Admission (School), *Admission Criteria, Aptitude Tests, *College Entrance Examinations, Enrollment, Influences, *Grade Point Average, *Graduate Students, Higher Education, Scores, *Student Attitudes

Identifiers—Graduate Record Examinations
Many factors influence prospective graduate students' choice of a graduate school, including the chances of gaining admission. This study examines the perceptions of a representative sample of Graduate Record Examinations (GRE) test takers who were asked to indicate their views of the importance of eight widely considered factors in graduate admissions. Candidates' perceptions were compared for each of the factors and for subgroups of candidates determined by sex, ethnicity, age, and intended graduate major field. Overall, candidates perceived undergraduate grades as the single most important factor in graduate admissions. This held true for each of the candidate subgroups considered in the analysis. Recommendations and one's undergraduate field were rated as somewhat less important than undergraduate grades, and GRE Aptitude Test scores even less important. GRE Advanced Test scores were perceived as considerably less important than any other factor. Analyses by subgroup revealed that candidates' perceptions differed markedly according to the graduate field they intended to enter. There were relatively few large differences between the perceptions of men and women or between younger and older students. Black candidates and white candidates, however, exhibited quite different patterns of perceptions. The implications of these differences are discussed, and possible courses of action are suggested. (Author/PN)

ED 243 910 TM 840 119

Harmon, David J.

The Polaris Project: 1982-83. Evaluation Report.

Technical Report No. 10.

Kanawha County Schools, Charleston, WV. Dept.

of Research and Evaluation.

Pub Date—10 Aug 83

Note—50p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Educational

Objectives, *Grade 1, *Grade Repetition, Inter-

vention, *Low Achievement, Primary Education,

*Program Evaluation, Program Improvement,

Statistical Analysis

Identifiers—*Kanawha County Schools WV, *Polaris Project

The Polaris Project was conducted with first year students in the Kanawha County Schools. This study was designed to support educational planning and decision-making through systematic evaluation. Data concerning three of the Polaris Project objectives were analyzed. These objectives included: helping students progress/achieve beyond expectations; reducing retentions at the first grade level; and reducing referrals to the Office of Exceptional Children. The results of this study indicated that, overall, the project did not achieve its objectives. Several recommendations were made for the successful accomplishment of program objectives. Appendices gave scores for students identified by the project, comparisons of high and low project success schools, Chi-square analysis of retention rates, and first grade retention rates by school. (DWH)

ED 243 911 TM 840 153

Miller, Gloria E. Yussen, Steven R.

Producing Stories for the WISC-R Picture Arrangement Items.

Wisconsin Center for Education Research, Madison.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 82

Grant—NIE-G-81-0009

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Age Differences, *Comprehension, Grade 2, Grade 7, *Intelligence Tests, Junior High Schools, *Pictorial Stimuli, Primary Education, *Story Telling

Identifiers—Connectives (Grammar), Picture Sequencing Format, Story Grammar, *Wechsler Intelligence Scale for Children (Revised)

In two separate experiments, children (2nd and 7th graders) and adults generated oral descriptions of the picture stories in the WISC-R picture arrangement task. Comprehension of the stories was assessed by subjects' use of logical connectives and by mention of subtle themes in interpreting the more difficult stories. In both experiments and on both measures, adults exhibited better comprehension than second graders. However, only in experiment 1, where a non-canonical example story preceded the task, did adults also outperform the seventh graders. In experiment 2, the example was a canonical story and seventh graders performed as well as adults. (Author)

ED 243 912 TM 840 169

Dorr-Bremme, Donald W.

Ethnography and Evaluation: The Goodness of Fit.

Methodology Project.
California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 83

Grant—NIE-G-83-0001

Note—64p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Anthropology, *Ethnography,

*Evaluation Methods, Goodness of Fit, Observation, Sociocultural Patterns, *Theories

Identifiers—*Constitutive Ethnographic Theory

A social organizational theory is outlined, and how types of data drawn from it may be useful in an evaluation context is indicated. Anthropological ethnography is proposed as a more powerful tool in those evaluations undertaken from a phenomenological perspective. Naturalistic/qualitative evaluation lacks a theoretical perspective on how groups

of persons order their social lives. The constitutive ethnographic theory of social organization is explained. This theory is presented to provide a link between the phenomenological perspective and the field method of anthropological ethnography. Ethnographic evaluation inquiry allocates resources such that ethnographic observation takes precedence over interviewing. Interviews are primarily used as guides to observation. Constitutive ethnographers believe that group members display their sociocultural standards in interaction. They seek patterns of co-occurrence among phenomena. The program's definition and boundaries are studied as problematic. Inquiry is centered on interactional events. (DWH)

ED 243 913 TM 840 186

Wang, Margaret C. And Others

The Adaptive Learning Environments Model: Design, Implementation, and Effects.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 84

Note—64p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Classroom Environment, *Compensatory Education, Disabilities, Educational Environment, Individual Differences, Intervention, *Mainstreaming, Primary Education, Program Design, *Program Effectiveness, Program Evaluation, *Program Implementation, Special Education

Identifiers—*Adaptive Instructional Models, *Adaptive Learning Environments Program, Learning Environments, Project Follow Through

The objective of the Adaptive Learning Environments Model (ALEM) is to establish and maintain school environments that ensure optimal learning success opportunities for most students through adaptive instruction. Modification of the environment to accommodate student differences has been an important design consideration in the development of the ALEM. The program's design incorporates the use of interventions when necessary to modify a student's capability to function. An overview of the program design and supporting research associated with development, implementation, and evaluation of the ALEM are presented. Results of studies are organized into major categories. These include the degree of implementation of the program in a variety of school settings and the program's impact on classroom processes, teacher time use, and student achievement in mathematics and reading. The implications of the findings from the perspectives of instructional design, program evaluation, and research methodology are discussed. (Author/DWH)

ED 243 914 TM 840 206

Marsh, Herbert W.

Relationships among Dimensions of Self-Attribution, Dimensions of Self-Concept and Academic Achievements.

Pub Date—1 Oct 83

Note—32p.; Parts are marginally legible due to faint print.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Ability, *Academic Achievement, *Attribution Theory, Foreign Countries, Grade 5, *Individual Differences, Intermediate Grades, *Locus of Control, Psychological Characteristics, *Self Concept, *Self Concept Measures

Identifiers—Australia (Sydney)

In a sample of 559 fifth-grade students, measures were collected to assess: (1) dimensions of self-attribution for causes of academic outcomes; (2) multiple dimensions of self-concept; and (3) academic achievements. The empirically-derived dimensions of academic self-attribution replicated and extended results of previous research, but failed to support bipolar dimensions (e.g., internal-external, stable-unstable) found when characteristics of the attribution situation are manipulated. Overall, students who attribute academic success to ability (and to a lesser extent to effort) and who do not attribute failure to a lack of ability (and to a lesser extent to a lack of effort) were found to have better academic self-concepts (based upon self-reports, and self-concepts inferred by peers and by teachers); and better academic achievement (based

on test scores and teacher ratings). The specificity and the predictability of the observed pattern of relationships supports the construct validity of interpretations based upon both the self-attribution and self-concept instruments. (Author)

ED 243 915 TM 840 208

Butler, Susan R. And Others

A Seven Year Longitudinal Study of Early Prediction of Reading Achievement.

Pub Date—[83]

Note—36p.; Tables contain small print.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Correlation, Elementary Education, Factor Analysis, Foreign Countries, Handicap Identification, Language Acquisition, Longitudinal Studies, Parent Influence, *Predictive Measurement, *Predictor Variables, *Reading Achievement, *Reading Difficulties, Sex Differences

Identifiers—Australia (Sydney), *Test Batteries

The purpose of the present longitudinal study was to determine how well a broad, comprehensive battery of tests administered in kindergarten predicts reading achievement in elementary school grades 1 through 6. The test variables were reduced to six predictive factors by factor analysis, and these, together with the variables, Child's Sex and Parent's Language, had multiple correlations with reading achievement of .58 (grade 1), .65 (grade 2), .70 (grade 3), and .66 (grade 6). Path analysis showed that there was a direct effect of the predictor variables mainly on grade 1 reading, and that their effect on later reading was indirect. For economy of time and resources, it was found possible to use a preliminary screener, and still retain almost all the predictive accuracy of the full battery. (Author)

ED 243 916 TM 840 212

Benson, Jeri Zarnegar, Zohreh

Testing the Structural and Theoretical Aspects of Construct Validity Using Confirmatory Factor Analysis.

Pub Date—Apr 84

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Factor Analysis, *Factor Structure, *Goodness of Fit, *Models, Multidimensional Scaling, Research Methodology, *Self Concept Measures, *Test Validity

Identifiers—Aggregation (Data), *Confirmatory Factor Analysis, LISREL Computer Program, *Piers Harris Childrens Self Concept Scale

The purpose of the study was to use confirmatory factor analysis techniques to assess the adequacy of previous validity studies related to the structural and theoretical dimensions underlying a measure of self-concept, the Piers Harris Children's Self Concept Scale. Responses from 890 students in grades 3-6 were used as input to the LISREL program to test several theoretical models thought to represent the data. In addition, three subsamples were also created and used to test the effect of aggregating data on the structural validity of the scale by testing a given factor structure within subgroups simultaneously. Results indicated that a multidimensional model fit the data better than a general one-factor model. However, the multidimensional model was not invariant across the subgroups. Confirmatory factor analysis in construct validity studies is thought to be superior to either exploratory factor analysis or multitrait-multimethod matrices in its ability to analyze the theoretical and structural dimensions of a scale. (Author/PN)

ED 243 917 TM 840 215

Yen, Wendy M.

The Choice of Scale for Educational Measurement: An IRT Perspective.

Pub Date—Apr 84

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Achievement Tests, Educational Research, *Latent Trait

Theory, Mathematical Models, *Scaling, Scoring, Testing, *Test Interpretation
Identifiers—*Equal Interval Scales, *Thurstone Scales

Two of the most popular methods for obtaining equal-interval scales for educational measurement are discussed: Thurstone's method and Item Response Theory (IRT). Between-grade growth on these scales is compared; while unstandardized differences show different trends for the two scales, standardized differences that take standard deviations into account show very similar growth patterns for the two scales. IRT is used with simulated data to demonstrate that comparisons of growth at different percentiles is not appropriate when observed scores, which contain error of measurement, are the basis of the percentiles. Another IRT simulation demonstrates that normalized observed scores will not necessarily be linearly related to underlying normally distributed traits when error variance affects the observed score distribution. When achievement is multidimensional and changes with age, it is not possible to obtain an equal-interval scale that extends over test levels. The outcome of the use of unidimensional IRT with multidimensional tests is discussed, and several alternative IRT scales are outlined. Finally, a brief discussion of statistical analyses of achievement scales is presented. (Author)

ED 243 918 TM 840 216

Jensen, Arthur R.

Cultural Deficit or Information Processing Deficit?

Pub Date—Apr 84

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Cognitive Processes, *Compensatory Education, *Cultural Influences, *Disadvantaged Youth, Elementary Education, Intelligence Quotient, Knowledge Level

Identifiers—Project Head Start

The effects of compensatory education programs in the United States during the past 20 years are discussed. The author believes the programs have had the least impact on scholastic achievement and intelligence quotient (IQ). The theoretical view of human intelligence and prevailing views of psychologists and educators of the 1960's regarding the nature of intelligence are believed to be incorrect. These views were the basis for the design and expectations of the compensatory education programs instituted 20 years ago. The error in the theory was that the disadvantage with which certain groups of children entered school was a deficiency in knowledge. Cultural differences in knowledge base have since been proven not to be the cause of lower scholastic achievement or IQ. Elementary cognitive processes and meta-processes should be considered in the design of compensatory education. Information processing deficits, rather than cultural differences in knowledge base, are considered by the author to be the major factors in poor scholastic achievement and IQ. (DWH)

ED 243 919 TM 840 217

Troutner, H. M. And Others

The Development of Sex-Role Stereotypes and Classificatory Skills in Children.

Spons Agency—Volkswagen Foundation, Hanover (West Germany).

Pub Date—Aug 83

Note—23p; Arbeiten aus dem Forschungsprojekt: Entwicklung und Zusammenhangsmuster von Merkmalen der Geschlechtstypisierung im Kindesalter, Nr. 5, 1983/4. Revised version of paper presented at the Biennial Meetings of the International Society for the Study of Behavioural Development (7th, Munich, West Germany, August, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Childhood Attitudes, Children, *Classification, *Cognitive Development, Concept Formation, Primary Education, *Sex Role, *Sex Stereotypes

Increase in sex-role knowledge represents an early stage of the development of sex role stereotypes in children, which is followed by a decrease in the

extent of sex-role discrimination. This process is related to the acquisition of classificatory skills. Groups of children aged 4-10 years were tested for their sex role stereotypes and classificatory skills. Sex role stereotypes were measured by having subjects assign 38 sex-linked traits, behaviors, and interests of children and adults to one of five categories ranging from extremely feminine to extremely masculine. Seven classification abilities were examined by a set of tasks that required subjects to attend to sex and age of human figure silhouettes. Data analyses of stereotype answers revealed a developmental sequence of an increase of stereotype knowledge accompanied by the tendency to group sex role characteristics into exclusive classes, males or females only. The acquisition of more flexible sex-role stereotypes conceptualizing sex role characteristics as partially common to both sex groups was also noted. The developmental change in sex role stereotyping was closely related to the level of classification ability. The findings support a cognitive developmental theory of sex role development. (Author/DWH)

ED 243 920 TM 840 218

Saterfiel, Thomas H.

Educational Services for Restructuring Local Public Schools: PREPS as an Alternative Model.

Pub Date—Apr 84

Note—13p; Paper presented at the Annual Meeting of the Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, Data Analysis, Decision Making, *Educational Research, Evaluation, *Models, Problem Solving, Public Schools, *Research and Development Centers, Research Methodology, *School Districts, Schools of Education

Identifiers—Mississippi State University, *Program of Research and Evaluation Public Schools

The Program of Research and Evaluation for Public Schools (PREPS) is a consortium of public school districts in Mississippi working with the Bureau of Educational Research and Evaluation in the College of Education at Mississippi State University. PREPS is designed to provide data to local decision makers and aid them in problem identification. The superintendents of member school districts make up the PREPS Advisory Council. The council selects one overall research project each year believed to have the greatest impact for member districts. Each district selects one project believed to be most useful in providing data needed for making decisions within the district. PREPS staff members aid in design of the study, the data collection process, and statistical analyses. The education function is directed toward promoting delivery of good data that are useful in the decision making process. The success of the PREPS concept is dependent upon certain basics: PREPS exists to serve school districts; an interactional relationship permitting communication between PREPS staff and local decision makers is functional; a local school district commitment in terms of money and personnel is necessary; and a task force approach is used for problem solving. PREPS provides a viable model to make quality data available. (DWH)

ED 243 921 TM 840 219

Yen, Wendy M.

Effects of Local Item Dependence on the Fit and Equating Performance of the Three-Parameter Logistic Model.

Pub Date—Apr 84

Note—66p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement Tests, Difficulty Level, Elementary Education, *Equated Scores, *Goodness of Fit, *Item Analysis, *Latent Trait Theory, Test Items

Identifiers—*Three Parameter Model, Unidimensionality (Tests)

Unidimensional item response theory (IRT) is widely used in the analysis and equating of educational achievement tests. If an IRT model is true, item response must be locally independent when the trait is held constant. Several measures of local dependence which are used in conjunction with the

three-parameter logistic model in the analysis of mathematics achievement tests at each of grades 3 and 6 are presented. Measures of local dependence were useful for identifying subsets of items that were influenced by the same factors (simulated data) or that had similar content (real data). Item pairs with high local dependence values tended to have similar item parameters, but most items with similar item parameters did not have high local dependence values. Sets of locally dependent items were difficult and discriminating if the items involved an accumulation of the skills involved in the easier items in the rest of the test; locally dependent items which were independent of the other items in the test did not have unusually high or low difficulties or discriminations. Substantial systematic errors of equating were only found when the two tests measured quite different dimensions that were presumably taught sequentially. (Author/DWH)

ED 243 922 TM 840 220

Frechtling, Joy A. Schenel, Margot A.

A Funny Thing Happened on the Way to the Printer: The Saga of Developing a Customized Test.

Pub Date—Apr 84

Note—6p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, *Criterion Referenced Tests, Program Evaluation, Publications, Scoring, *Test Construction, *Testing Problems

Identifiers—Montgomery County Public Schools

MD, Test Publishers

A description of the difficulties encountered in constructing a criterion-referenced test to assess end-of-year skills as part of a program evaluation is presented. The problems encountered in preparing the customized test are described in humorous detail. The first problem involved the listening test obtained from a publisher without administration instruction. The test booklets were not prepared as ordered, and item formats had to be changed. Items were incorrectly scored when returned to the publisher, which complicated an item analysis. The norm data reports issued by the publisher were also inaccurate. The final revised instrument provided useful information about the listening comprehension skills of students who were nonreaders. Despite the difficulties encountered, useful data were elicited from the test. (DWH)

ED 243 923 TM 840 221

Blust, Ross S. And Others

An Investigation of the Cognitive and Noncognitive Scores for Effective and Ineffective Schools. Pennsylvania State Dept. of Education, Harrisburg. Div. of Educational Testing and Evaluation.

Pub Date—Apr 84

Note—72p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Appendix A contains small print.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Affective Objectives, *Basic Skills, Classroom Environment, *Cognitive Objectives, Educational Assessment, Elementary Secondary Education, Longitudinal Studies, *School Effectiveness, Scores, *State Programs, *Student Attitudes

Identifiers—Pennsylvania Educational Quality Assessment

In an effort to expand research on effective and ineffective schools into the area of student attitudes, this study examined the cognitive, as well as the noncognitive scores for two groups of Pennsylvania schools that had been identified as effective or ineffective. Cognitive and noncognitive data were available for all 500 school districts for the 6 years of Pennsylvania's Educational Quality Assessment program. In general, schools that were successful in cognitive areas such as reading, writing, and mathematics were successful in noncognitive areas as well. Ineffective schools, for most areas, were ineffective in both cognitive and noncognitive areas. A major concern was the low interest in school and learning scores found among secondary schools scoring high in cognitive (basic skill) areas. (Author/PN)

ED 243 924 TM 840 222

Kelley, H. Paul Koch, William R.
Managing the Development of Measurement Services
Offices: Issues and Strategies. RB-94-1.
Texas Univ., Austin. Measurement and Evaluation
Center.

Pub Date—Apr 84

Note—12p; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-26, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, *Ancillary School Services, Higher Education, *Organizational Effectiveness, *Organizational Objectives, Research and Development Centers, *Testing Programs

Identifiers—University of Texas Austin

Some issues of concern to administrators of measurement service centers in most campus settings are discussed. Goal setting is an important factor in managing the development of a measurement organization. Goals may be categorized as immediate, long term, or probably unattainable. All types are useful and should be formally identified and categorized. Well established goals can provide the basis for decision making and planning for an organization's development. Basic goals provide guidance and security for subordinates to exercise authority, as well as to develop personal responsibility for the quality of services provided. Four areas of concern are identified and discussed: (1) The measurement office provides academic services, student services, and service to the institution's administration; which service should be emphasized; (2) Should the measurement office be content with providing services or determine the degree of user education necessary; (3) What should be the range and extent of services provided; and (4) Should a fee schedule for services rendered be developed. Strategies to increase the visibility and impact of the measurement office and enhance its influence and reputation are suggested. (DWH)

ED 243 925 TM 840 230

Schubert, William H. Schubert, Ann L.
Sources of a Theory of Action Research in Progressive Education.

Pub Date—Apr 84

Note—26p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Action Research, Curriculum Research, Educational Research, Inquiry, Progressive Education, Research Methodology, *Student Teacher Relationship, *Teacher Education, *Teachers, Theories

Identifiers—Dewey (John)

The paper defines action research and what conception of theory might best contribute to its development. Action research is a continuous conscious attempt to seek increased meaning and direction in a teacher's relationship with students. Practical inquiry of teachers with their students is a form of educational research. A Masters Degree Program in Instructional Leadership in which students pursue an internship instead of a formal thesis is described. The internship involves students in proposing and implementing a change in their own teaching situation. A review of curriculum research examines Dewey's practical inquiry approach and the more formalized experimental studies promoted by Thorndike, Cattell, and others. Action research theory is summarized in several points, among them that action research is a spirit of inquiry that strives for meaning and direction in the educative action of teachers, learners, and those who help them. (DWH)

ED 243 926 TM 840 231

Federico, Pat-Anthony
Spatial Ability and Cerebral Sensory Interaction.
Pub Date—Apr 84

Note—28p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Cognitive Ability, *Cognitive Processes, Electroencephalography, Enlisted Personnel, *Males, *Neurological Organization,

*Sensory Integration, *Spatial Ability, *Visual Stimuli
Identifiers—Brain Hemispheres, *Cerebral Sensory Interaction

To provide converging support that the proper integration of analog and propositional representational systems is associated with spatial ability, the visual, auditory, and bimodal brain event-related potentials were recorded from 50 right-handed Caucasian males. Sensory interaction indices were derived for these subjects who had taken the Surface Development Test of spatial ability. Product-moment correlations were computed between sensory interaction indices for eight cerebral sites and spatial ability test scores. Sensory interaction for left and right hemispheric regions was significantly related to spatial ability. As sensory suppression lessened, spatial ability increased. The results substantiated the theory that the visual-imaginal-analog and the auditory-verbal-propositional representational systems are implicated in spatial ability. The extent to which the cortex can inhibit or attenuate the interaction or integration between these dual symbol systems is associated with complicated spatial task performance. (Author)

ED 243 927 TM 840 236

Merkel-Keller, Claudia
Walking the Fine Line: Political Decision Making with or without Data.

Pub Date—Apr 84

Note—12p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Decision Making, Educational Policy, Policy Formation, *Political Influences, *Program Evaluation

Identifiers—*Evaluation Problems, *Policy Analysis

The stages of the policy process are examined and explained in terms of the decision making framework. The policy process is comprised of four stages: policy analysis, policy formation, policy decision, and political analysis. Political analysis is the performance of the market analysis needed for a decision. The political weight, rather than the net benefits of a course of action, is the concern of political analysis. Evaluation and research data have been repeatedly used/misused in the determination and shaping of educational policy and in the resolution of educational funding and political decisions. Evaluation occurs in a political environment. Program objectives must be clearly delineated to enable evaluators to develop appropriate questions for investigation. If evaluations are to be used in decision making and program improvement, the evaluator has to become more than a mechanic playing with numbers that are often poor proxies for program outcomes. To evaluate a program effectively, the evaluator needs to know the nature of the program, the reason the program was established, and the motivations of the political entities and policy makers. (DWH)

ED 243 928 TM 840 237

Garvey, Robert And Others
The 1983 National Teacher Examinations Core Battery Louisiana Validation Study: Final Report. (Revised).

Louisiana State Dept. of Education, Baton Rouge. Office of Research and Development.

Pub Date—22 Jun 83

Note—191p; Prepared by the Louisiana State Dept. of Education NTE Task Force and presented to the National Teacher Examinations Blue Ribbon Score Committee.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Cutting Scores, Fine Arts, Higher Education, Listening Skills, Literature, *Occupational Tests, Professional Training, Quantitative Tests, Reading Tests, Science Tests, Social Studies, *Teacher Certification, *Teacher Education Curriculum, Teacher Educators, Teacher Supply and Demand, Test Use, *Test Validity, Writing Evaluation

Identifiers—*Louisiana, *National Teacher Examinations, Test Content

The purpose of this study was to determine the validity of the National Teacher Examinations (NTE) Core Battery for use in teacher certification

in Louisiana. This information was produced to assist in the recommendation and establishment of a required score on the NTE. The jury judgment approach was used. Panels of faculty members were drawn from Louisiana institutions of higher education to validate the content of the tests in the Core Battery and estimate the score that could be expected from a minimally knowledgeable teacher candidate. The Content Review Panel found that 93 percent of the Professional Knowledge Test, 98 percent of the Mathematics Test, 97 percent of the Science Test, 100 percent of the Social Studies Test, 84 percent of the Literature/Fine Arts Test, 100 percent of the Reading Test, 98 percent of the Listening Test, and 96 percent of the objective items on the Writing Test were content appropriate. The Panel concluded that the NTE Core Battery is a valid measure for the teacher education curricula in Louisiana. The Knowledge Estimation Panel evaluated the difficulty and importance of each item of each of the eight Core Battery Tests, then estimated the proportion of items that the minimally knowledgeable teacher candidate would answer correctly. (BW)

ED 243 929 TM 840 238

Eddins, John M.
Dimensionality, Scoring and Related Problems in Adaptive Testing. Part I. Final Report.
Illinois Univ., Urbana. Computer-Based Education Research Lab.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—CERL-83-5-ONR

Pub Date—Jan 84

Contract—N00014-79-C-0752

Note—31p.

Available from—Kikumi K. Tatsuoka, Computer-based Education Research Laboratory, University of Illinois, 103 S. Matthews St., Rm. 252, Urbana, IL 61801.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Tests, *Adaptive Testing, Arithmetic, Computer Assisted Testing, Error Patterns, Junior High Schools, *Latent Trait Theory, Outcomes of Education, *Scoring, *Testing Problems

Identifiers—Cauton Index (Sato), Dimensional Analysis, *Multidimensional Approach, Unidimensionality (Tests)

Major efforts of this project fall into four categories: (1) investigations were performed on the relationship between the dimensionality of a dataset and its underlying cognitive processes; (2) two approaches for diagnosing erroneous rules of operation were developed (an "error vector" system for constructing error diagnostic programs for signed-number arithmetic and fraction addition problems, and a series of logical statements for constructing diagnostic programs for fraction problems); (3) to circumvent the problems encountered in the construction of error diagnostic programs, two indices based on deterministic Guttman theory were formed and used to detect aberrant response patterns; and (4) the necessity for dealing quantitatively with variations in errors and changing rules of operation led to the investigation of probabilistic models for error diagnosis based on item response theory. (Author/PN)

ED 243 930 TM 840 241

Rubin, Lois S. Mott, David E. W.
The Effect of the Position of an Item within a Test on the Item Difficulty Value.

Pub Date—Apr 84

Note—19p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Difficulty Level, *Item Analysis, Minimum Competency Testing, Reading Tests, Secondary Education, *Test Format, Testing Problems, *Test Items

Identifiers—Item Parameters, *Item Position (Tests), Rasch Model, Virginia

An investigation of the effect on the difficulty value of an item due to position placement within a test was made. Using a 60-item operational test comprised of 5 subtests, 60 items were placed as experimental items on a number of spiraled test forms in three different positions (first, middle, last)

within the subtest composed of like items. Item data used resulted from Rasch one-parameter item response calibrations. Variations among the mean Rasch difficulties lay well within one standard deviation. Except for a few outliers, the item difficulty values graph within the 95 percent confidence limits for evaluating overall stability of the estimates. Thus, the consistency of these estimates support the notion that Rasch item parameters are not importantly affected by the position of an item. (Author)

ED 243 931

TM 840 242

Farrar, Mary Thomas

Are Higher Level Questions Really Better? Working Paper #3.

Queen's Univ., Kingston (Ontario). Centre for the Study of Language Arts.

Pub Date—Apr 84

Note—18p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Abstract Reasoning, Classification, Difficulty Level, *Questioning Techniques, *Recall (Psychology), Responses, *Teaching Methods, Values

Identifiers—*Blooms Taxonomy

Educators generally assume that questioning promotes learning and that higher level questions do so better than lower level questions. But there are a number of problems with these assumptions. First, the classification of questions as higher level or lower level is ambiguous. The distinction is confused by such issues as non-controversial responses, use of the convergent/divergent distinction, question relevancy sequencing, and simultaneous functions. A second problem is that, in classroom interaction, the complexity of the actual responses does not always match the complexity of the questions. Third, not only do reason and recall questions vary in level of difficulty but some recall questions may be more difficult to answer and require more complex thinking than some reason questions. The fourth and final problem is one of values: it is assumed that if questions are more difficult to answer, they are better. Examination of these problems suggests that not enough is known about teacher questioning to state with certainty that higher level questions are really better. (BW)

ED 243 932

TM 840 244

Safra, Stephen P. And Others

Assessing Problem Behaviors by Videotape: A Multidisciplinary Approach.

Pub Date—Apr 84

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). This research was supported in part by a grant from the Ohio University Research Committee.

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Patterns, *Behavior Problems, Elementary Education, Film Production, Questionnaires, *Research Methodology, Research Needs, Student Evaluation, *Videotape Recordings

A methodology that will allow teachers to assess a child's behavior problems within both Disruptive (D) and Nondisruptive (ND) contexts was developed, and a questionnaire that would attend to the issues of Manageability and Contagion, as well as Tolerance and Severity, was prepared. Initial questionnaire research using the Devereux Elementary School Behavior Rating Scale II was conducted to identify seven behavior clusters: Inattention, Blaming, Negative Aggressive, Poor Peer Cooperation, Need for Direction, Failure Anxiety, and Impatience. The preparation of the videotape of those behavior clusters was conducted in four discrete phases, prior to the editing process: conceptualizing the instrument in terms of the needs of the researchers, developing a working relationship with the children and teacher, the first shooting, and the final shooting. Field testing revealed that the Impatience and Need for Direction clusters were not perceived as accurately portrayed, and should be deleted from the presentation. In spite of these difficulties, it is likely that this videotaped production will add a much-needed dimension to research in behavioral problems. (BW)

ED 243 933

TM 840 245

Baldwin, Beatrice

A Causal Model of the Effects of Maternal Employment on Adolescent Achievement.

Pub Date—Apr 84

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Adolescents, *Employed Parents, *Females, Models, *Mothers, *Parent Influence, Path Analysis

Identifiers—Causal Models, High School and Beyond (NCES), *Maternal Employment

Given the theoretical complexity of the processes underlying achievement, it is not surprising to find limited investigation of the relationships between maternal employment and adolescent academic performance. The High School and Beyond 1980 sophomore data was used to assess the impact of maternal employment on seven latent variables: number of siblings, sex role orientation, mother's influence in academic matters, personal/social self-concept, academic task confidence, educational/occupational aspirations, and achievement. The LISREL causal modeling technique permitted a more sophisticated and complete analysis of these variables than has been previously attempted. The results indicate that for sophomore middle-class females (1) the hypothesized model applied well to both maternally employed and nonemployed groups; and (2) differences in academic groups were insignificant although some of the other variables do indicate differential trends affected by maternal employment status. (Author)

ED 243 934

TM 840 247

Nevo, David Shohamy, Elana

Applying the Joint Committee's Evaluation Standards for the Assessment of Alternative Testing Methods.

Pub Date—Apr 84

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communicative Competence (Languages), Foreign Countries, Group Discussion, High Schools, Interviews, *Language Proficiency, *Language Tests, Measurement Techniques, *Oral Language, Role Playing, *Standards, Test Selection

Identifiers—Israel (Tel Aviv), *Standards for Evaluation Educ Prog Proj Materials

This study is based on three sources: (1) an experimental try-out of four oral proficiency testing methods (oral interview, role play, reporting test, and group discussion); (2) an evaluation of the testing methods by a panel of experts; and (3) an analysis of the same testing methods by policy makers. The findings are reported in terms of the Joint Committee's "Standards for Evaluation of Educational Programs, Projects and Materials" (Utility, Accuracy, Feasibility, and Fairness), modified to apply to tests. Decision makers were interested in the information regarding the Utility and Feasibility of the various tests, and did not limit their interest to Accuracy. Comparing the results obtained from the experimental try-out study and the rankings provided by the panel of experts suggests that testing experts seem to be better in judging a test by some standards than by c.h.s. The findings also suggest that testing experts should not limit themselves to the technical aspects of Accuracy, but instead use the wide scope of all four standards to judge the merit of a test. (BW)

ED 243 935

TM 840 248

Andrich, David

The Attenuation Paradox of Traditional Test Theory as a Breakdown of Local Independence in Person-Item Response Theory.

Pub Date—Apr 84

Note—24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-26, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Latent Trait Theory, Testing Problems, Test Interpretation, Test Items, *Test Reliability, *Test Theory

Identifiers—*Attenuation Paradox, *Local Independence (Tests), Unidimensionality (Tests)

Both the attenuation paradox of traditional test theory and the assumption of local independence in person-item response theory have caused problems in interpretation. This paper demonstrates that the two are related concepts, and, through this demonstration, both are clarified. It is demonstrated that the breakdown of local independence leads to data which manifest the attenuation paradox. A series of simulation studies show the relationship between the degree of violation of local independence and the effects on the traditional KR-20 index of internal consistency. (Author)

ED 243 936

TM 840 249

Elliot, Scott M. Nelson, Jill

Blueprinting Teacher Licensing Tests: Developing Domain Specifications from Job Analysis Results.

Pub Date—Apr 84

Note—20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-26, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Business Education Teachers, Elementary School Teachers, Elementary Secondary Education, *Job Analysis, *Models, Research Methodology, Secondary School Teachers, *Teacher Certification, Teacher Qualifications, *Test Construction, Test Items

Identifiers—*Test Specifications

An increasing number of states are requiring educators to take certification tests in order to obtain a license to teach. While this trend shows little sign of waning, there is little to guide the developer of teacher licensing tests in defining test specifications in a legally and technically sound manner. This paper discusses the legal and technical issues that must be considered in developing specifications for teacher licensing tests. A practical, technically sound, and legally defensible methodology for developing specifications for teacher licensing tests from job analysis results is presented. (Author)

ED 243 937

TM 840 250

Ludlow, Larry H.

Diagnostic Techniques in Research Synthesis.

Pub Date—Apr 84

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Data Analysis, *Effect Size, Estimation (Mathematics), Graphs, *Meta Analysis, Research Methodology

Identifiers—Data Interpretation, *Residuals (Statistics)

One purpose for combining research studies is to estimate a population treatment effect. The internal validity of a model for how effect size estimates should be computed and combined will hinge upon the homogeneity of the effect size variation. Effect size variation may be assessed in the form of a summary fit statistic, and a direct consideration of the extent of individual effect variation from the population estimate. This paper presents some diagnostic techniques that facilitate the analysis of effect size variation. Bivariate plots of effect size residuals can aid in detecting sources of variation inconsistent with the model. Particularly, plotting the standardized residual of each study against the homogeneity of the sample if that study were removed is of interest for assessing the extent of heterogeneity contributed by individual studies. It is emphasized that the use of diagnostic techniques is useful for revealing why a lack of fit occurred, and is not advocated for the ad hoc purpose of finding a best-fitting subset of studies. (BW)

ED 243 938

TM 840 251

McLarty, Joyce R.

Dual Objective Achievement Test Selection.

Pub Date—Apr 84

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Tests, *Content Analysis, Criterion Referenced Tests, Educational Objectives, Elementary Education, *Elementary School Curriculum, Norm Referenced Tests, Standardized Tests, *Test Selection, Test Use, *Test Validity

Identifiers—Ceiling Effects, *Riverside Unified School District CA, *Test Curriculum Overlap
In 1982-83, Riverside Unified School District (California) selected an achievement test to provide both norm- and criterion-referenced (dual objective) data for its achievement testing program. The test selection process was focused around eight evaluation aspects: prescreening of tests, content matching, instructional evaluation, processing evaluation, psychometric evaluation, input from interested staff and parents, cost analysis, and empirical preparation. Despite considerable effort to blend curricular and technical considerations, only the compromise of functional level testing was able to avoid a direct conflict between the curriculum committee's preference for the Comprehensive Tests of Basic Skills (CTBS) content and format, and the technical committee's concern for its ceiling effects. The CTBS covers 25-71 percent of the curriculum, though it does not assess about 40 percent of the curriculum judged measurable by a paper and pencil test. Although it is possible to wring content-referenced information from a standardized achievement test, the experience in Riverside suggests that the content analysis needs to be thorough and that interpretation of test results relating to the curriculum should be restricted to those specific areas in which sufficient match and coverage have been verified. (BW)

ED 243 939 TM 840 252

Zusman, Barbara J. Doby, Paul B.
An Evaluation of the Use of Token Monetary Incentives in Enhancing the Utility of Postsecondary Survey Research Techniques.

Pub Date—Apr 84

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Incentives, *Institutional Research, Motivation Techniques, Postsecondary Education, Questionnaires, Responses, *Surveys, Transfer Students, *Undergraduate Students
Identifiers—Mail Surveys, *Monetary Incentives, *Response Rates (Questionnaires)

The purpose of this study was to evaluate the effectiveness of a token monetary incentive for improving response rates to a mail questionnaire with a difficult to survey postsecondary student population. The results demonstrate that by using a monetary incentive, a substantial improvement in response rate can be achieved at a reasonable cost per respondent without affecting the representativeness of the respondent group. In addition, a single mailing which included an incentive was found to be much more effective at eliciting responses than two mailings to an identical group which did not receive the incentive. (Author)

ED 243 940 TM 840 253

Schneider, Wolfgang. And Others
The Effects of Intelligence, Self-Concept, and Attributional Style on Metamemory and Memory Behavior: A Developmental Study. Paper 1.
Max-Planck-Inst. for Psychological Research, Munich (West Germany).

Pub Date—Apr 84

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attribution Theory, Cognitive Development, Correlation, Elementary Education, Grade 3, Grade 5, Grade 7, *Intelligence, Intelligence Tests, Interviews, *Memory, *Metacognition, Recall (Psychology), *Self Concept Measures

Identifiers—Cattell Culture Fair Intelligence Test, Cognitive Abilities Test

The influence of intelligence, self-concept, and causal attributions on metamemory and the metamemory-memory behavior relationship in grade-

school children was studied. Following the assessment of intelligence, self-concept, and causal attributions, 105 children each from grades 3, 5, and 7 were given a metamemory interview and a sort-recall task. Metamemory, strategy, and recall scores increased with age. The correlation between general metamemory, strategy use, and memory performance with intelligence, self-concept, and causal attributions partialled out was significant, irrespective of age. Additional analyses using a causal modeling approach (LISREL) showed that intelligence and (to a lesser degree) self-concept and attributional style had an impact on metamemory in all age groups, but that metamemory did have a significant direct effect on memory behavior and/or memory performance. The study therefore provides support for the assumption that metamemory remains an important predictor of memory behavior and performance even after the influence of conceptually related constructs have been taken into account. (Author)

ED 243 941 TM 840 254

Stiggins, Richard J.

Evaluating Students by Classroom Observation: Watching Students Grow. Reference & Resource Series.

National Education Association, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-8106-1525-8

Pub Date—84

Contract—400-80-0105

Note—33p.

Available from—NEA Professional Library; PO Box 5079, West Haven, CT 06516 (Stock No. 1525-8, \$5.50 ea.)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Classroom Observation Techniques, Elementary School Teachers, Elementary Secondary Education, *Guides, Inservice Teacher Education, *Performance Tests, Preservice Teacher Education, Secondary School Teachers, Student Behavior, *Student Evaluation, Test Construction

Identifiers—Northwest Regional Educational Laboratory

This is a guide to help teachers at all grade levels to improve the quality of their student assessments. It is designed for preservice and inservice teacher education to assist in conducting performance assessments to evaluate student learning. Performance assessment requires a student to analyze a problem, synthesize information, and attempt to apply acquired information to a new problem situation. It enables the teacher to measure a student's ability to transfer, not just recall, skills and knowledge. The basic aspects of a performance assessment are the decision situation, exercise, response, and rating. Performance assessments must be handled systematically to produce dependable and useful information about student achievement. The guide provides instructions for designing a performance test and guidelines for maximizing the quality of assessments. (DWH)

ED 243 942 TM 840 255

Fetterman, David M.

Evaluation, Ethnography, and Auditing in Educational Research: Methodological and Conceptual Comparisons.

Pub Date—Apr 84

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Administration, Ethnography, *Evaluation Methods, Financial Policy, Political Influences

Identifiers—Auditors, *Audits

The most important distinction between evaluation (in the psychometric tradition), ethnography, and auditing is that they are guided by three distinctively separate principles. The underlying principle guiding evaluation is assessment. Ethnography is guided by description. Auditing uses description and assessment to establish an opinion on an existing fiscal and operational controls in an organization. Auditing, like ethnography, requires a survey period in which the auditor determines the most important areas of investigation. The end product is a plan

used to assess the degree of control a departmental manager, or director, or chairperson has over his or her operations. The methodology proposed to make these assessments is borrowed from various fields like evaluation. Auditing has much to offer evaluation. Auditing analyzes educational and administrative management elements of an institution. (BW)

ED 243 943 TM 840 256

Yap, Kim Onn

Evaluating a Bilingual Test: Adding the Counselor's Point of View.

Pub Date—Apr 84

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, English (Second Language), Evaluation Criteria, Language Proficiency, *Language Tests, *Limited English Speaking, Mainstreaming, Participant Satisfaction, Questionnaires, Teacher Attitudes, Test Reliability, *Test Reviews, *Test Use, Test Validity

Identifiers—*Basic Inventory of Natural Language, Inventory of Test Use Satisfaction, Test Retest Reliability

The purpose of this study was to review and evaluate the Basic Inventory of Natural Language (BINL) to help determine whether it should continue to be used in Honolulu's Students of Limited English Proficiency (SLEP) Program. The study looked at four critical aspects of the BINL: its content validity, its test-retest reliability, its effectiveness as a measure for exiting project students in terms of the students' post-SLEP performance in the regular classroom, and the satisfaction of the project staff with its use. All the BINL test items related to some of the SLEP instructional objectives, but not all of the SLEP objectives are measured by BINL items. The test-retest correlation in terms of BINL raw scores was .88. On the average, the exited students appeared to be doing more than satisfactorily in the regular classroom in all subject areas. The test use survey indicated that there was a high degree of support and enthusiasm on the part of the SLEP Program staff for the use of the BINL. (BW)

ED 243 944 TM 840 257

Lapointe, Archie E.

Danger: Work on Higher Levels.

Pub Date—25 Apr 84

Note—13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-26, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Abstract Reasoning, Computer Literacy, Computer Science, *Educational Assessment, *Educational Objectives, Evaluative Thinking, *Federal Programs, Quantitative Tests, Reading Tests, Science Tests, Synthesis, *Test Construction

Identifiers—*Bloom's Taxonomy, *National Assessment of Educational Progress

The Assessment Policy Committee of the National Assessment of Educational Progress (NAEP) has directed the NAEP staff to focus the 1985-86 Assessments of Reading, Mathematics, Science, and Computer Competence on the higher-order skills. Each Learning Area Committee worked independently developing three-dimensional models. These defined what could be known (a single-step cognitive process), what could be used (two cognitive steps), and what could be synthesized and applied to new situations (three or more steps). While it was decided to exploit the discoveries of modern cognitive theory, every attempt will be made to define categories so that references back to the Bloom taxonomy used in the last two assessments will be possible. The statements of learning objectives that were hammered out by each Committee are currently being reviewed by scores of experts, teachers, and lay people. When this step is complete, each Learning Area Committee will be reconvened to finalize the objectives. (BW)

ED 243 945 TM 840 258

Archer, Edith L.

Achievement Testing of the Handicapped Student:

One School District's Experiences.

Pub Date—Apr 84

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Tests, *Disabilities, Elementary Secondary Education, Emotional Disturbances, Hearing Impairments, Learning Disabilities, Mental Retardation, Physical Disabilities, *School Districts, *Special Education, Special Health Problems, Speech Handicaps, *Testing Programs, Visual Impairments

Identifiers—Comprehensive Tests of Basic Skills, *Houston Independent School District TX, *Out of Level Testing

A large urban district [the Houston Independent School District], serving 17,000 handicapped students, initiated a special education achievement testing program to provide measures of student growth and group progress. A standardized test was selected that was both norm- and criterion-referenced and that matched the special education curriculum. Students were tested at the level at which they were functioning below, at, or above their grade placement level. Adaptive equipment or procedures were provided for all students requiring them. Over 16,000 students were tested. Analyses were carried out by handicapping condition and by functional level. (Author)

ED 243 946

TM 840 259

Kohr, Richard L.

An Analysis of Changes Across Time for Schools Participating in Educational Quality Assessment during 1978-81 and 1979-81.

Pennsylvania State Dept. of Education, Harrisburg. Pub Date—Nov 82

Note—33p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Educational Assessment, *Educational Trends, Elementary Secondary Education, Grade 5, Grade 8, Grade 11, *Longitudinal Studies, Scores, *State Programs, Statistical Analysis, Testing Problems, Testing Programs

Identifiers—*Pennsylvania Educational Quality Assessment

A statistical analysis was conducted to examine changes across time in some school districts of Pennsylvania. Comparisons were made for grades 5, 8, and 11 during two assessment periods. The Educational Quality Assessment data provided the basis for analysis. Correlation coefficients for school mean goal scores are displayed. Changes at the three grade levels are presented in table format. The reasons for differences across time are elaborated, e.g., there were differences in classes of students in terms of ability levels and attitudes that influenced achievement. Several factors which accounted for differences in the composition of classes are delineated: differences existed in test administration conditions or procedures from one assessment to another; the number of students at each grade level assessed varied; and there were differences in instructional programs and school climate for various reasons. These differences were also observed in standardized test scores. (DWH)

ED 243 947

TM 840 260

Mayberry, Paul W.

Analysis of Cross-Cultural Attitudinal Scale Translation Using Maximum Likelihood Factor Analysis.

Pub Date—Apr 84

Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Attitude Measures, *Factor Analysis, Factor Structure, Japanese, Latent Trait Theory, *Maximum Likelihood Statistics, Multivariate Analysis, Statistical Significance, Test Bias, *Testing Problems, Test Theory, *Translation

Identifiers—Inventory of Personal Investment (Braskamp Maehr)

Efforts to study the fidelity of translation of attitudinal scales into foreign languages have faltered due

to the lack of powerful statistical tests to assess such transformations. This study uses a maximum likelihood factor analysis procedure to compare multivariate factor structures across subpopulations. The results showed that inconsistent measurement can be identified in the analysis of cross-cultural scale translations for attitudinal instruments. The maximum likelihood factor analysis procedure provided many advantages over the classical test theory and item response theory approaches for the detection of inconsistent items in attitudinal instruments. Despite its limitations, the technique was readily able to accommodate multidimensional data sets that were polychotomously scored. The procedure also provided a very rigorous statistical test that is rooted in factor analysis research and is a viable alternative to the more restrictive item response theory techniques. (BW)

ED 243 948

TM 840 263

Froman, Robin D. Owen, Steven V.

Causal Influences of Selected Educational Variables on Nursing Licensure Scores.

Pub Date—Apr 84

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Age Differences, *Certification, College Entrance Examinations, Higher Education, *Nurses, *Occupational Tests, Path Analysis, *Performance Factors, Predictor Variables, Scores, *Student Characteristics

Identifiers—*National Council Licensure Exam Registered Nurses, University of Connecticut

Nursing curricula and licensing examinations have shifted toward the skills and processes of nursing. When these components are overhauled, their predictive relationship must be reexamined. This research tests the causal influence of several antecedent and achievement variables on licensure test performance. A path model is developed from a theory of school learning, and the causal connections within the model are validated and cross-validated. Few significant paths are retained. Student age and transfer status show important influences on measures of school achievement and on licensure scores. Further, one broad measure of school achievement has a substantial direct effect on licensure scores. (Author)

ED 243 949

TM 840 264

Cziko, Gary A. Lin, Nien-Hsuan Jennifer

The Construction and Analysis of Short Scales of Language Proficiency: Classical Psychometric, Latent Trait, and Nonparametric Approaches.

Pub Date—Apr 84

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *English (Second Language), Foreign Students, Higher Education, Item Analysis, *Language Proficiency, Latent Trait Theory, Measurement Techniques, Nonparametric Statistics, *Rating Scales, *Test Construction, Test Theory

Identifiers—Illinois English Placement Test, Test of English as a Foreign Language

This study used classical psychometric, latent trait, and nonparametric approaches to analyze 13- and 14-item scales of English language proficiency. Tests of English listening comprehension (dictation) and reading ("copytest") were constructed by modifying the standard dictation testing procedure to create items of text segments which varied widely in both length and difficulty. Both the dictation and copytest were found to be homogeneous, cumulative scales of language proficiency with high reliability and validity. Log ability scores provided by Rasch analyses were found to correlate better with other measures of language proficiency than did the dictation and copytest raw scores. These findings indicate that the two language testing techniques investigated provide a useful innovative approach to measuring general aspects of language proficiency. The theoretical and practical advantages of this approach over other language proficiency measurement techniques are discussed as well as implications for measuring language proficiency

and other cognitive variables. (Author)

ED 243 950

TM 840 265

Steinberg, Esther R. And Others

Effect of Computer-Presented Organizational/Memory Aids on Problem Solving Behavior.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Pub Date—Apr 84

Contract—MDA903-82-C-0277

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Available from—Esther A. Steinberg, University of Illinois, 103 So. Matthews, Urbana, IL 61801.

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Charts, *Computer Assisted Instruction, *Display Aids, Higher Education, *Learning Activities, *Memory, *Problem Solving, Recall (Psychology), Retention (Psychology)

Identifiers—Memory Tasks, Organizing Strategies, Transfer Effect

This research studied the effects of computer-presented organizational/memory aids on problem solving behavior. The aids were either matrix or verbal charts shown on the display screen next to the problem. The 104 college student subjects were randomly assigned to one of the four conditions: type of chart (matrix or verbal chart) and use of charts (optional or required). Students did eight problems in each of two sessions—an initial task and a transfer task. All subjects used the charts in the initial task and most did so in the transfer task. Matrix charts were perceived to be more useful than verbal charts although group performance scores were not significantly different. The higher the score, the greater the probability that the chart was used. Performance scores on the transfer task improved significantly for students in optional conditions who were not at ceiling performance on the initial task. Subjects at different performance levels demonstrated knowledge of different strategies. (Author)

ED 243 951

TM 840 266

Metz, Mary Haywood

Ethnography, Organizational Theory, and Educational Innovation.

Spons Agency—National Inst. of Education (ED), Washington, DC; Wisconsin Center for Educational Research, Madison.

Pub Date—Apr 84

Grant—NIE-G-81-0009

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Anthropology, *Educational Innovation, *Ethnography, Magnet Schools, Middle Schools, *Organizational Theories, Research Methodology, School Desegregation, *Teacher Administrator Relationship

The study was conducted in a major United States city which was under a court order to desegregate its schools. The school district responded by establishing a series of magnet schools. This method was designed to bring whites voluntarily into movement for desegregation. Three middle schools were studied to assess the relationship between teachers and principals as the administrators worked to get teachers to follow school innovations. Ethnographic methods were shown to be important in examining aspects of this relationship. The studies indicated that a bureaucratic or rational model of organization has currency among organizational theorists as well as legislators, the public, and educational administrators. Subordinates responded to commands passed down the hierarchy of educational organizations with considerable independence when innovative programs were being implemented. The ways in which ethnographic studies have been important in showing the manner in which actual practice in organizations differs from the rational model are illustrated. (DWH)

ED 243 952

TM 840 267

Anderson, G. Ernest, Jr.

Evaluating Microcomputer Programs for Classroom and Laboratory Use.

Pub Date—27 Apr 84

Note—41p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Software, *Courseware, Evaluation, Higher Education, *Microcomputers, *Statistics

Identifiers—Apple II Plus, *Software Evaluation, Software Reviews, *Statistical Packages

The author presents guidelines for the selection of statistical analysis software given to graduate students to work independently. Criteria for a good teaching program are delineated. Several software programs are evaluated: STATMASTER, Statistics and Probability, Monte Carlo Simulations, Survey Sampling, KEYSTAT, CAPSAS: Computer Assisted Program for the Selection of Appropriate Statistics, EDA: Exploratory Data Analysis, INTROSTAT, Statistics With Finesse, STATPAC, GANOVA: Generalized Analysis of Variance, Speedstat, Micro-DSS/Analysis, and Micro-TSP. Several statistics packages are briefly reviewed, including STATPRO, A-STAT, Computer Models for Management Science, Multiple Factor Analysis, a General Correlation Program, and Test Construction Package. An appendix lists criteria for evaluating software. Demonstration pages prepared with a TEXPRINT printer interface card in the APPLE II+ computer are included. (DWH)

ED 243 953 TM 840 268

Biddle, W. Barry Smith, Douglas U.

Evaluation of Clinical Electives: Factors Differentiating between Clinical Training Sites.

Pub Date—Apr 84

Note—12p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Tests/Questionnaires (160) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Clinical Teaching (Health Professions), *Educational Environment, Higher Education, Medical Education, *Medical Schools, Medical Students, Program Evaluation, Questionnaires, *Student Attitudes

A questionnaire used in the assessment of medical school learning environments is described. Thirty-one statements drawn from the Medical School Environment Inventory, which reflected qualities desired in the clinical training environment, made up the questionnaire. The instrument was administered to fourth-year medical students at three clinical training sites. Statements were grouped into subscales representing structure, interpersonal relationships, educational climate, practicality, enthusiasm, and scientism-humanism. Comparisons were made between the elective environments at the three sites by performing univariate analyses of variance using the scale scores as dependent variables. Differentiation between clinical training sites is made possible by examining differences in student perceptions of the learning environment. It was found possible to distinguish between educational "sub-environments" within undergraduate medical education. Future research should focus on the interaction between perceptions of the learning environment and characteristics of the individual learner. The questionnaire is included. (DWH)

ED 243 954 TM 840 270

Siskind, Theresa G. And Others

Formulating Issues in Multiple Choice Tests.

Charleston County School District, North Charleston, S.C.

Pub Date—Apr 84

Note—32p; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-26, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Decimal Fractions, Geometry, *Grade 7, Junior High Schools, *Multiple Choice Tests, *Performance Factors, *Quantitative Tests, Scores, *Test Format, Test Items

The purposes of the present study were to ascer-

tain whether or not two particular formatting characteristics influenced seventh grade student performance on math tests. One research question focused on the effects of decimal positioning in multiple choice options for computational items. In a second question, labeling format was compared with identification format for geometry items. The influences of prior achievement and test composition were also studied. Results indicate that prior achievement had a strong, consistent influence on student performance for both computational and geometry items. Test composition (single versus mixed format) had little influence. Results for formatting are not clearly prescriptive, although additional considerations for geometry formatting are identified. (Author)

ED 243 955 TM 840 271

Kohr, Richard L. Comp. And Others

Getting Inside the EQA Inventory: Grades 5, 8, and 11, 1983 Edition.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Quality Assessment.

Pub Date—83

Note—80p; For related documents, see ED 178 591, ED 103 468, and ED 109 199.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement Tests, Affective Measures, Affective Objectives, Basic Skills, Cognitive Objectives, *Educational Assessment, *Educational Quality, Elementary Secondary Education, Grade 5, Grade 8, Grade 11, Item Sampling, *State Programs, *Test Construction, *Testing Programs, Test Reliability, Test Validity

Identifiers—*Pennsylvania Educational Quality Assessment

This guide begins with a series of questions and answers that introduce Pennsylvania's Educational Quality Assessment (EQA) Inventory as a 188- to 190-item multiple-choice test for grades 5, 8, and 11. Items are selected from a 400-item bank using matrix sampling procedures. Test results are analyzed at the school level; no individual student profiles are given. The 14 areas of measurement of the EQA are presented, with the measurement rationale and safeguards, and descriptions of (1) the assessment design, (2) the matrix sampling test design, (3) EQA reliability, and (4) EQA validity. The 14 areas are: (1) self-esteem, (2) understanding others, (3) reading comprehension, (4) writing skills, (5) mathematics, (6) interest in school and learning, (7) societal responsibility, (8) knowledge of law/government, (9) health, (10) creative activities, (11) career awareness, (12) appreciating human accomplishments, (13) knowledge of human accomplishments, and (14) information usage. (PN)

ED 243 956 TM 840 273

Jones, Calvin And Others

High School and Beyond Course Offerings and Course Enrollments Survey (1982). Data File User's Manual. Contractor Report.

National Opinion Research Center, New York, NY. Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-84-206

Pub Date—Jul 83

Contract—OE-300-78-0208

Note—271p; The 79-page Codebook contains small print.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Course Descriptions, Data Analysis, *Databases, *Data Collection, *Data Processing, *Enrollment, Guidelines, Research Design, *School Surveys, Secondary Education

Identifiers—*High School and Beyond (NCES)

The objectives of this data file user's manual are to describe the procedures used to obtain course offerings (i.e., course catalogs, master schedules, etc.) and course enrollments for the 1981-82 High School and Beyond (HS&B) schools, and to provide the user with the technical assistance needed to use the resulting HS&B computer files. The contents include (1) sample design and implementation, (2) data collection, (3) data control and preparation, (4) data processing, (5) organization and content of the data file, and (6) codebook. (PN)

ED 243 957 TM 840 274

Jones, Calvin And Others

High School and Beyond Transcripts Survey (1982). Data File User's Manual. Contractor Report.

National Opinion Research Center, New York, NY. Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-84-205

Pub Date—Jul 83

Contract—OE-300-78-0208

Note—201p; The 17-page Codebook contains small print.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Academic Records, Data Analysis, *Databases, *Data Collection, *Data Processing, Guidelines, Research Design, *School Surveys, Secondary Education

Identifiers—*High School and Beyond (NCES)

This data file user's manual documents the procedures used to collect and process high school transcripts for a large sample of the younger cohort (1980 sophomores) in the High School and Beyond survey. The manual provides the user with the technical assistance needed to use the computer file and also discusses the following: (1) sample design for the high school transcripts survey, (2) data collection, (3) data control and preparation, (4) data processing, (5) organization and content of the data file, and (6) codebook. (PN)

ED 243 958 TM 840 275

Jones, Calvin And Others

High School and Beyond 1980 Senior Cohort First Follow-Up (1982). Data File User's Manual. Contractor Report.

National Opinion Research Center, New York, NY. Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-83-212

Pub Date—May 83

Contract—OE-300-78-0208

Note—518p; The 183-page Codebook contains small print. For related document, see TM 840 276.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—Data Analysis, *Databases, *Data Collection, *Data Processing, *Followup Studies, Grade 12, Guidelines, *High School Seniors, Research Design, *School Surveys, Secondary Education

Identifiers—*High School and Beyond (NCES)

The structure and documentation of High School and Beyond First Follow-Up data files represent a departure from Base Year practices. The Base Year student file contains data from both the senior and sophomore cohorts. Due to the more complex design of the First Follow-Up and resulting increase in the volume of available data, separate First Follow-Up files have been created for the two cohorts. Each file is accompanied by a separate user's manual. However, to ensure that researchers are fully aware of the interrelationships among the many components of the study, this user's manual presents an overview of the entire study. Thus, a central objective of this manual is to provide a full understanding of all the goals and potential uses of the datasets that comprise High School and Beyond. The second major objective of this manual is to provide the user with the technical assistance needed to use the computer file, both as an independent dataset and as a component that may be merged with a growing system of related data bases. (PN)

ED 243 959 TM 840 276

Jones, Calvin And Others

High School and Beyond 1980 Sophomore Cohort First Follow-Up (1982). Data File User's Manual. Contractor Report.

National Opinion Research Center, New York, NY. Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-83-214

Pub Date—Apr 83

Contract—OE-300-78-0208

Note—654p; The 264-page Codebook contains small print. For related document, see TM 840 275.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF03/PC27 Plus Postage.

Descriptors—Data Analysis, *Databases, *Data Collection, *Data Processing, *Followup Studies, Grade 10, Guidelines, Research Design, *School Surveys, Secondary Education

Identifiers—*High School and Beyond (NCES)

The structure and documentation of High School and Beyond First Follow-Up data files represent a departure from Base Year practices. The Base Year

student file contains data from both the senior and sophomore cohorts. Due to the more complex design of the First Follow-Up and resulting increase in the volume of available data, separate First Follow-Up files have been created for the two cohorts. Each file is accompanied by a separate user's manual. However, to ensure that researchers are fully aware of the interrelationships among the many components of the study, this user's manual presents an overview of the entire study. Thus, a central objective of this manual is to provide a full understanding of all the goals and potential uses of the datasets that comprise High School and Beyond. The second major objective of this manual is to provide the user with the technical assistance needed to use the computer file, both as an independent dataset and as a component that may be merged with a growing system of related data bases. (PN)

ED 243 960 TM 840 279

Bender, Timothy A.

Improving the Use of Classroom Feedback.

Pub Date—Apr 84

Note—14p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Feedback, Females, Higher Education, *Learning Processes, *Multiple Choice Tests, Pretests Posttests, Responses, *Schemata (Cognition), *Skill Development, Student Evaluation

A schema-based technique designed to improve students' use of feedback on their performance on classroom tests was partially tested. Subjects were 16 female undergraduates separated into two groups based on grade point average (GPA). The training program required that one class meeting after each classroom exam be used as a feedback session. A 50-item multiple-choice pretest, four midterm exams, and one final were administered. The separation of subjects into high and low ability groups for the purpose of analysis provided groups that differed in ability as well as GPA. Lower ability students improved in their processing of feedback, as demonstrated by error analysis. Limitations of the study and implications for education and for the use of schema theory for the development of instructional techniques are discussed. (Author/PN)

ED 243 961 TM 840 281

De Corte, Erik And Others

The Influence of Rerewording Verbal Problems on Children's Problem Representations and Solutions.

Pub Date—Apr 84

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Addition, Cognitive Processes, *Difficulty Level, Grade 1, Grade 2, Models, Primary Education, *Problem Solving, *Semantics, Subtraction, *Test Items

Identifiers—Representational Thinking, *Word Problems

This study investigates the influence of changes in the wording of simple addition and subtraction problems without affecting their semantic structure on the level of difficulty of those problems for first and second graders and on the nature of their errors. The objective is to contribute to a better understanding of the process of constructing a mental problem representation starting from the verbal text. A quantitative and qualitative analysis of the data produces findings supporting the hypothesis that rewording the problem in such a way that the semantic relations are made more explicit has a facilitating effect on the construction of an appropriate mental representation. (Author)

ED 243 962 TM 840 283

Constable, Elizabeth Andrich, David

Inter-Judge Reliability: Is Complete Agreement among Judges the Ideal?

Pub Date—Apr 84

Note—22p; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-26, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation Methods, *Interrater Reliability, Interviews, *Item Analysis, Judges, Latent Trait Theory, Measurement Techniques, *Models, *Rating Scales, Social Cognition, Testing Problems

Identifiers—*Attenuation Paradox

In circumstances where judges are required to make ratings of performance, it is usually required to have two or more raters who are trained to agree on independent ratings of the same performance. It is suggested that such a requirement may produce the paradox of attenuation associated with item analysis, in which too high a correlation between items, while enhancing reliability, decreases validity. With an empirical example of ratings of levels of social understanding it is shown how information is lost as judges agree more and more over a series of ratings which follow discussions of the previous set of ratings. Pursuing the item analysis analogy, it is demonstrated how it might be more appropriate to handle systematic differences among judges using a person-item response theory approach. (Author)

ED 243 963 TM 840 285

Lark, Harriet Nettles And Others

An Investigation of the Variation in Student Scores for Effective and Ineffective Schools.

Pennsylvania State Dept. of Education, Harrisburg. Div. of Educational Testing and Evaluation.

Pub Date—Apr 84

Note—30p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Appendix A contains small print.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Elementary Secondary Education, Regression (Statistics), *School Districts, *School Effectiveness, *Scores, *Socioeconomic Status, Statewide Planning

Identifiers—Pennsylvania Educational Quality Assessment, *Score Variation

It has been postulated that in effective schools, there is less variability in student achievement according to socioeconomic status. This study was to investigate the amount of variation in student scores for effective and ineffective schools. Data were utilized from all 500 Pennsylvania school districts. The variance in student achievement was greater in effective schools than in ineffective schools when effective and ineffective schools were defined using regression. An analysis using effective schools found a higher percentage of the high socioeconomic students achieved a minimum standard than did low socioeconomic students for two of three grade levels. (Author)

ED 243 964 TM 840 287

Bliss, Leonard B.

Item Analysis and Report of Student Skills of Secondary School Students. Technical Report #2, Public School Basic Skills Achievement Survey.

College of the Virgin Islands, St. Thomas. Caribbean Research Inst.

Pub Date—Jun 82

Note—103p; For Technical Report No. 1, see ED 227 150.

Available from—Caribbean Research Institute, College of the Virgin Islands, St. Thomas, Virgin Islands 00801 (\$4.00).

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Tests, *Basic Skills, Difficulty Level, Elementary Secondary Education, *Item Analysis, Language Skills, Mathematics Skills, Reading Skills, *School Districts, Test Items

Identifiers—Stanford Achievement Tests, Stanford Test of Academic Skills, *Virgin Islands

A sample of slightly over 1,500 students from even-numbered grades in public schools of the U.S. Virgin Islands were given the 1973 edition of the Stanford Achievement Test (in grades 2, 4, 6, and 8) and the Test of Academic Skills (grades 10 and 12) in an attempt to assess student academic achievement in the basic skill areas of mathematics, reading, and English Language. This report describes the data analysis which involved a detailed item analysis of each item on each test given to the

sample of students in grades 8, 10, and 12 as well as a summary of student skills based on their achievement along objectives provided by the test publisher and keyed to individual test items. Measures of item difficulty and item discrimination were calculated for the entire territorial school system and for the individual school districts. (Author)

ED 243 965 TM 840 288

Livingston, Samuel A.

Item Selection and Pre-equating with Empirical Item Characteristic Curves.

Pub Date—16 Apr 84

Note—11p; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-26, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cutting Scores, *Equated Scores, Higher Education, *Item Analysis, *Latent Trait Theory, Minimum Competency Testing, *Predictor Variables, *Responses, Student Reaction, Test Construction

Identifiers—Common Item Effect, New Jersey College Basic Skills Placement Test

An empirical item characteristic curve shows the probability of a correct response as a function of the student's total test score. These curves can be estimated from large-scale pretest data. They enable test developers to select items that discriminate well in the score region where decisions are made. A similar set of curves can be used to predict the equating relationship between two forms of the test. These curves are based on the common-item score instead of the total score. They make it possible to estimate raw-to-scale score conversions before the test is administered. (Author)

ED 243 966 TM 840 291

Schuck, Dale H. Gunn, Trisha Phelps

Modeled Importance of Learning Strategies and Children's Achievement Behaviors.

Pub Date—Apr 84

Note—26p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Cognitive Development, Cognitive Restructuring, Division, Intermediate Grades, *Learning Strategies, Mathematics Skills, *Modeling (Psychology), Preadolescents, Self Esteem, *Skill Development, Student Motivation, Task Analysis

This experiment explored how incorporating the importance of task strategy use and positive achievement beliefs into cognitive modeling affected self-efficacy and skill acquisition. Students deficient in division skills received cognitive modeling of division solution strategies and practice opportunities. For one group of students the cognitive modeling stressed the importance of using task strategies, for a second group it emphasized the importance of positive achievement beliefs, students in a third condition received modeled importance of both task strategy use and positive achievement beliefs, and those in a fourth condition received cognitive modeling alone. Modeling the importance of using task strategies enhanced students' motivation and skill development, but modeling the importance of both task strategies and achievement beliefs led to the highest self-efficacy. Implications for teaching are discussed. (Author)

ED 243 967 TM 840 292

Cote, Lawrence S. And Others

The Much-Maligned Mail Survey Reexamined: A Comparative Analysis of Procedures and Techniques to Increase Response Rates.

Pub Date—Mar 84

Note—33p; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Higher Education, *Questionnaires, Research Design, *Research Methodology, Research Problems, *Responses, Surveys

Identifiers—*Mail Surveys, *Response Rates (Questionnaires)

Although the mail survey has been widely criti-

cized as a viable research methodology, it remains the most feasible approach for retrieving data from large, widely-dispersed populations. This paper suggests that there exists a readily accessible body of pragmatic recommendations which, if adhered to throughout the instrument design and data collection phases, may dramatically increase response rates where mail surveys are employed. The paper employs a content analysis of three recent studies of diverse higher education topics. Each achieved a high rate of return from dissimilar respondent groups located in divergent geographical locations. (Author)

ED 243 968 TM 840 295

Hoge, Robert D.
Observational Measures of Classroom Behavior: A Critical Examination.

Pub Date—[82]
Note—49p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Modification, *Classroom Observation Techniques, Elementary Secondary Education, *Evaluation Methods, Intervention, Outcomes of Education, Research Design, *Research Methodology, Research Problems, School Surveys, Student Behavior, *Validity

The focus of this review is on observational measures of pupil classroom behaviors. Two issues are raised in connection with these measures. First, there is a survey of the types of observation schedules employed in recent classroom intervention research. Second, there is an evaluation of the validity of these behavioral measures. That evaluation is based on an examination of empirical data, and the data are drawn from three types of analyses: cases where (1) observational measures were related to alternative measures of the behaviors, (2) observational measures were related to performance indices within correlational designs, and (3) observational measures were related to performance measures in experimental designs. The outcomes of the survey and the evaluation are used to derive some recommendations relevant to the use of these measures in applied and research settings and some recommendations regarding directions for future research with the measures. (Author)

ED 243 969 TM 840 296

Tatsuoka, Kikumi K.
A Probabilistic Model for Diagnosing Misconceptions by a Pattern Classification Approach.

Illinois Univ., Urbana. Computer-Based Education Research Lab.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—CERL-RR-83-4-ONR

Pub Date—May 83

Contract—N00014-82-K-0604

Note—61p.

Available from—Kikumi K. Tatsuoka, 252 ERL, 103 S. Mathews St., University of Illinois, Urbana, IL 61801.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Classification, Cognitive Processes, Educational Diagnosis, *Error Patterns, *Latent Trait Theory, *Mathematical Models, Probability, Scoring, Subtraction

A probabilistic approach is introduced to classify and diagnose erroneous rules of operation resulting from a variety of misconceptions ("bugs") in a procedural domain of arithmetic. The model is contrasted with the deterministic approach which has commonly been used in the field of artificial intelligence, and the advantage of treating the variability of errors in response is shown. Item response theory (IRT) is a useful model in integrating the theory of cognitive processes with educational practice. Erroneous rules of operation in signed-number subtraction problems can be represented as points in a geometric space by utilizing IRT (rule space). This approach seems promising in assessing the state of knowledge as reflected by erroneous rules and in utilizing the information obtained from behaviors of "bugs." (Author/PN)

ED 243 970 TM 840 297

Blumberg, Phyllis
Predicting Student Success from Non-Cognitive Variables.

Pub Date—Apr 84
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association

(68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Academic Failure, *Depression (Psychology), Higher Education, Medical Schools, *Medical Students, Performance Factors, Predictor Variables, *Questionnaires, *Social Networks, Social Support Groups, Student Attrition

Identifiers—*Life Events, Social Readjustment Rating Scale (Holmes and Rahe), Social Support Networks Inventory (Flaherty), Zung Self Rating Depression Scale

In order to identify the relationship among social support networks, depression, life events, and student progress in medical school, 96 students completed a questionnaire. The results indicated good social support, a high number of recent life events, slight depression and a continuum of not quite passing to doing extremely well in medical school. The combination of variables from a step-wise regression analysis which best accounted for student performance were the depression scores, distance from home of origin, and life events. Data from this study can be used with potentially vulnerable students to avoid academic difficulty. (Author)

ED 243 971 TM 840 305

Schunk, Dale H.
Sequential Attributional Feedback: Differential Effects on Achievement Behaviors.

Pub Date—Apr 84

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Attribution Theory, Elementary School Students, *Feedback, *Grade 3, Mathematics Skills, Performance Factors, Primary Education, *Problem Solving, Self Concept, Student Attitudes, *Subtraction

This experiment tested the hypothesis that the sequence of ability and effort attributional feedback influences children's attributions, self-efficacy, and skillful performance. Children deficient in subtraction skills received training on subtraction operations and solved problems over four sessions. During the problem solving, some children periodically received ability feedback whereas others were given effort feedback. Children in a third condition received ability feedback during the first two sessions and effort feedback during the last two; this sequence was reversed in a fourth condition. Children who initially received ability feedback developed higher levels of self-efficacy and skill and placed greater emphasis on ability as a cause of task success compared with subjects initially given effort feedback. Future research should explore how students interpret forms of attributional feedback as their skills develop on different types of tasks. (Author)

ED 243 972 TM 840 309

Oliver, Laurel W. Spokane, Arnold R.
Sufficiency in the Reporting of Research Results: Some Guidelines. Technical Report 559.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Spons Agency—Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.

Pub Date—Mar 82

Note—19p.; Paper presented at the Annual Meeting of the American Institute for Decision Sciences (13th, Boston, MA, November 18, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Evaluative (142)—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Counseling, Data, Decision Making, *Meta Analysis, *Organizational Effectiveness, Research Methodology, *Research Needs, *Research Problems, *Research Reports

There exists an abundance of research on topics relevant to the decisions organizations must take in allocating and developing their resources. This paper addresses the problem of integrating those research results. Data needed for the meta-analysis approach to research integration are sometimes not available in the published literature. Inadequacies of research reporting encountered by research integrators include: failure to provide needed data, selec-

tive reporting of data, and incomplete descriptions of samples or interventions. Attempts to obtain needed information from authors are generally unsuccessful, especially if considerable time has elapsed since the research was conducted. This paper presents some guidelines for the reporting of research results. If authors follow these guidelines, the integration of research results will be facilitated. (Author)

ED 243 973 TM 840 330

Svensson, Lennart
The Role of Experience in Adult Thinking about Evidence for Causal Interpretations, 1984:02. Göteborg Univ., Molndal (Sweden). Dept. of Education.

Spons Agency—Swedish Council for Research in the Humanities and Social Sciences, Stockholm.

Pub Date—84

Note—40p.; Also supported by the Tercentenary Fund of the Bank of Sweden.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Attribution Theory, *Cognitive Processes, Data Analysis, *Experience, Interviews, Medical Technologists, Nurses, *Problem Solving

Identifiers—Causal Analysis, Data Interpretation, *Evidence

An interview investigation was undertaken in which a group of nurses and a group of technicians reasoned about evidence for the existence of a causal relation in a medical and in a technical case. A statement about the existence of the relation was presented and the subjects were then asked as to what evidence there might and should be behind such a statement. In an unstructured in-depth interview, they outlined their conceptions of the problem of evidence in each example by suggesting the kinds of investigations that would be relevant. The nurses and technicians relied on their different knowledge of the specific subject-matter and they placed the evidence problem in different contexts giving different meanings to the problem. (Author)

ED 243 974 TM 840 331

Svensson, Lennart
Conceptions of Statistical Relations within the Context of Thinking about Causal Relations, 1984:03.

Göteborg Univ., Molndal (Sweden). Dept. of Education.

Spons Agency—Swedish Council for Research in the Humanities and Social Sciences, Stockholm.

Pub Date—84

Note—37p.; Also supported by the Tercentenary Fund of the Bank of Sweden.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Attribution Theory, *Cognitive Processes, *Correlation, Data Analysis, *Experience, Interviews, Schemata (Cognition)

Identifiers—*Causal Analysis, *Data Interpretation, Evidence

The results concerning conceptions of statistical relations, presented in this report are based on interviews with fourteen nurses and fourteen technicians. The interviews were about a medical and a technical case of a causal relation. The starting point was a statement about the existence of the relation and the subjects were asked what evidence there might and should be behind such a statement. In an unstructured in-depth interview they outlined their conceptions of the problem of evidence in each case by suggesting the kinds of investigations that would be relevant and the statistical relations that might be a part of the evidence. The focus in this report is on the meaning of the statistical relations suggested in each case and its dependence on the context of reasoning about evidence for causal interpretations. Similarities and differences between the conceptions of statistical relations are described in the form of some main categories of conceptions. The relation between the conceptions of statistical relations and the conceptions of evidence for causal interpretations is described. The forms of the statistical relations suggested are compared to the general form of the coefficient of correlation. There are clear differences in the conceptions of statistical relations both within and between the medical and technical cases and amongst and between the nurses and the technicians for each case. (Author)

ED 243 975

UD 023 325

Smith, Thomas J.
Private Sector Initiative Program, Documentation
and Assessment of CETA Title VII Implementa-
tion. Final Report.
Public/Private Ventures, Philadelphia, PA.
Spons Agency—Edna McConnell Clark Founda-
tion, New York, N.Y.; Ford Foundation, New
York, N.Y.; Rockefeller Bros. Fund, New York,
N.Y.; Rockefeller Foundation, New York, N.Y.

Pub Date—Apr 82

Note—151p.

Available from—Public/Private Ventures, 399

Market Street, Philadelphia, PA 19106 (\$6.00).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—*Business Responsibility, *Disadvan-
taged, *Employment Programs, *Job Training,
*Program Descriptions, *Program Effectiveness,
*Program Evaluation, *Program Implementation
Identifiers—*Comprehensive Employment and
Training Act, *Private Industry Councils

The development and performance, through
1981, of Private Industry Councils (PICs) in 16
study sites are described and assessed in this report.
(PICs were set up under Title VII of the Compre-
hensive Employment and Training Act (CETA) to
serve as a hub for attracting increased private sector
involvement in employment and training activities
for the hard-to-employ.) Following a discussion of
the assessment framework used, Chapter 2 de-
scribes the key 1981 events and changes which af-
fected the study PICs and discusses the roles PICs
came to play in their respective sites. Chapter 3
reviews programs and activities mounted during
1981 by the study PICs, with particular emphasis on
features which made PIC programming distinctive.
Chapter 4 presents the perceptions and opinions of
businesspeople about PICs and other employment
and training issues. Chapter 5 analyzes performance
data for the study PICs during 1981, comparing it
with that of CETA "Title II-B,C" in the study sites
and also with 1980 performance outcomes. Chapter
6 offers conclusions and recommendations based on
the experiences and lessons of the project. Appen-
dix I, an important and integral part of the overall
report, presents site profiles and discusses how each
PIC has or has not made a difference in its site.
Appendix II is a capsule history of the Private Sector
Initiative Program nationally. (CMG)

ED 243 976

UD 023 326

Thomas, Herman C. Bearse, Peter

Youth Entrepreneurship: Training Disadvantaged
Youth in Self-Sufficient Small Businesses. Final
Report.

Public/Private Ventures, Philadelphia, PA.

Spons Agency—Employment and Training Admin-
istration (DOL), Washington, D.C. Office of
Youth Programs.

Pub Date—Jan 83

Contract—99-1-1352-33-6

Note—134p.; A Project of the Private Sector Initi-
atives Demonstration of Public/Private Ventures.

Available from—Public/Private Ventures, 399

Market Street, Philadelphia, PA 19106 (\$7.00; in

quantity, \$6.00).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—Cost Effectiveness, Demonstration
Programs, *Disadvantaged Youth, *Employment
Programs, *Entrepreneurship, *Job Training,
*Program Effectiveness, Program Evaluation,
*Small Businesses, Youth Employment

This report discusses the findings of a research
demonstration project conducted to test the entre-
preneurship programming approach, in which dual
program objectives are pursued with equal empha-
sis: (1) training objectives involving the employability
development of out-of-school disadvantaged
youth, and (2) enterprise objectives involving the
development of self-sufficient small businesses. Under
this Federally funded project, four organizations
developed new small businesses where these dual
objectives would be pursued. The businesses were a
network of eight auto repair shops in California and
Connecticut (Open Road/New Enterprises), a solar
hot water heater installation business in Phoenix,
Arizona (Sunsol), a restaurant in Philadelphia,
Pennsylvania (Beginners Luck), and a novelty bouti-
que store in New York City (Synergy II). Varying
emphases were placed on the training components,
which included hands-on training, classroom in-

struction, and employability counseling. Job place-
ment assistance was provided at the conclusion of
training. An evaluation of the project by Public/Private
Ventures found that (1) enterprise training did
not increase youths' employment prospects either at
the end of the program or three or eight months
later, and (2) the enterprises were not able to pursue,
with equal emphasis, training and enterprise objec-
tives. It was concluded that entrepreneurship pro-
gramming in a new or fledgling small business is not
cost effective or otherwise viable approach to the
employment and training of disadvantaged youth.
(CMG)

ED 243 977

UD 023 327

Wolfe, Wendy G. And Others

Ventures in Community Improvement. Final Re-
port of the Demonstration.

Public/Private Ventures, Philadelphia, PA.

Spons Agency—Employment and Training Admin-
istration (DOL), Washington, D.C. Office of
Youth Programs.

Pub Date—Mar 82

Contract—99-8-1352-38-1

Note—136p.

Available from—Public/Private Ventures, 399

Market Street, Philadelphia, PA 19106 (\$7.00; in

quantity, \$6.00).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—*Building Trades, Community Bene-
fits, Cost Effectiveness, Demonstration Programs,
*Disadvantaged Youth, Dropouts, *Job Training,
*Neighborhood Improvement, Program Descrip-
tions, *Program Effectiveness, Program Evalua-
tion, *Skill Development, *Urban Improvement
Identifiers—*Ventures in Community Improve-
ment Project

The development and operation of the Federally
funded Ventures in Community Improvement
Demonstration Project (VICI) and its impact on
participant youths and communities are summa-
rized in this report. VICI's purposes were (1) to
provide young, minority, inner-city, high school
dropouts with intensive skills training in the work-
place that could serve as a stepping stone to unsubsi-
dized jobs and apprenticeships in the construction
trades, and (2) to provide community improve-
ments through rehabilitation of public facilities and
repairs of low income housing. Chapters I and II
describe the program model and its implementation.
Chapter III presents the work valuation methodol-
ogy that was created to assess the dollar value of the
work products and the results of applying this meth-
odology. Chapter IV provides a detailed summary of
various analyses of VICI's impact on the labor mar-
ket experiences of participating youth; comparisons
are drawn with a HUD demonstration and selected
Youth Community Conservation and Community
Improvement (YCCIP) programs. Chapter V dis-
cusses the cost-effectiveness of the VICI program,
while the final chapter summarizes major findings
and their implications. The evaluation concludes
that the project met with success in both of its major
objectives. Appendices consist of a compendium of
interim ICI reports, a short discussion of the role of
the intermediary (Public/Private Ventures) in VICI,
and a summary of the program characteristics of
VICI, HUD, and construction YCCIPs selected for
follow-up study. (CMG)

ED 243 978

UD 023 356

The Minority Student in Public Schools: Fostering
Academic Excellence. Office for Minority Educa-
tion Monograph Number Three. Proceedings of
an Invitational Conference, "What Can Public
Schools Do to Foster Academic Excellence for
Poor and Minority Students?" (May 1980).

Educational Testing Service, Princeton, N.J. Office
for Minority Education.

Report No.—217461

Pub Date—81

Note—119p.; For individual conference papers, see
UD 023 357-364.Available from—Educational Testing Service, Publi-
cation Order Services, Princeton, NJ 08541
(\$3.50 per copy).Pub Type—Books (010) — Collected Works - Pro-
ceedings (021)EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—*Academic Achievement, Disadvan-
taged Youth, *Educational Quality, Elementary
Secondary Education, *Equal Education, *Mi-
nority Groups, *Public Schools, Reading

Achievement, *School Effectiveness, Teacher Ef-
fectiveness

In 1980, the Office for Minority Education of the
Educational Testing Service sponsored a conference
to explore the theme of fostering excellence for mi-
nority public school students. Each of the papers
included in this book provides a different perspec-
tive on the conference's theme. Stephen J. Wright
gives an extensive look at the evolution of minority
student education, highlighting the problems that
have been faced and those yet to be faced. Ronald
R. Edmonds, Richard J. Murnane, and Michael H.
Kean cite the results of their own efforts to uncover
strategies for accurately assessing the effectiveness
of schools in promoting positive student perfor-
mance; they focus, respectively, on a school im-
provement project, teacher effectiveness, and
reading achievement. William M. Boyd, II, chal-
lenges the attitude that today's students are unable or
unwilling to learn, citing the success of A Better
Chance, Inc., in identifying and providing support
for highly competitive and talented minority
high-school-aged students. Virginia C. Shipman's
paper highlights factors that facilitate or inhibit the
growth and development of children considered dis-
advantaged. Tommy M. Tomlinson presents a
model for assessing the potential for, and context
for, a school having a positive impact on any stu-
dent. Finally, Ernest Q. Campbell looks back at the
era of the first Coleman report; examines the acade-
mic, political, and social issues highlighted by the
conference theme; and makes recommendations for
future inquiries on schooling. (Author/CMG)

ED 243 979

UD 023 357

Wright, Stephen J.

Education of Minority Students: Problems and

Challenges.

Educational Testing Service, Princeton, N.J. Office

for Minority Education.

Pub Date—81

Note—11p.; For complete Conference Proceedings,
see UD 023 356.

Pub Type—Opinion Papers (120) — Speeches/

Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—Academic Achievement, *Access to
Education, *Black Education, *Black Students,
*Educational History, *Educational Quality, Ele-
mentary Secondary Education, *Equal Educa-
tion, Higher Education, Hispanic Americans,
Success

A review of minority education, particularly
Black education, shows that it has been character-
ized by two crippling problems: lack of access and
inequality. Beginning about 1935 and continuing
until this day, there has been one court case after
another involving access or some other form of un-
equal educational opportunity for Blacks. Some
progress has been made in terms of access, improve-
ments in Black colleges and universities, desegre-
gation, and enrollment. Nevertheless, there are still
enormous problems of retardation, inequality, and
attrition, with their direct effects upon access and
opportunity, especially in the northern ghettos. The
Hispanic experience has been similar, with some
major differences in terms of language and cultural
differences, lack of a system of colleges similar to
the Black system, and lack of data. If minority chil-
dren are to break out of a cycle of failure, fundamen-
tal changes must be made, based on the following
principles: skillful, dedicated teachers are the key to
improvement; a positive self-concept is essential;
home and school must reinforce each other; stu-
dents must understand the importance of education;
basic school conditions as well as student assess-
ment must be improved; academic talent must be
identified and nurtured; and minority role models
must be used. (CMG)

ED 243 980

UD 023 358

Edmonds, Ronald R.

Improving the Effectiveness of New York City
Public Schools.

Pub Date—81

Note—10p.; For complete Conference Proceedings,
see UD 023 356.Pub Type—Reports - General (140) — Speeches/-
Meeting Papers (150)EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—Administrator Role, Elementary Sec-
ondary Education, *Improvement Programs, *In-
stitutional Characteristics, *Program
Implementation, *Research Utilization, *School

Effectiveness, Student Promotion, Technical Assistance, *Urban Schools
Identifiers—School Improvement Project (New York City)

In accordance with research into what makes schools effective, efforts were made to translate the findings into a school improvement project in the New York City Public Schools. The research isolated five characteristics of schools identified as effective (that is, as demonstrating for 3 years the ability to deliver basic school skills to the full range of its student population): (1) style of leadership in the school; (2) instructional emphasis; (3) school climate; (4) teacher expectations; and (5) presence of, use of, and response to standardized instruments for measuring student progress. The School Improvement Project is based exclusively on these five characteristics. For each school in the project, a needs assessment document is drawn up evaluating the school's relative strengths and weaknesses with respect to each of the five characteristics. The document is then used as a basis for making decisions about what kind of technical assistance the school needs to become effective. To reinforce what is essentially a school-based design for improvement, the central administration has to institutionalize its capacity to be a credible, procedural, and substantive resource where schools can find the technical assistance they need. Along with the intervention program goes a prerequisite-for-promotion program, which provides opportunities for those students who are not promoted to correct their academic difficulties. (CMG)

ED 243 981 **UD 023 359**
 Murnane, Richard J.

Inner-City Schools Can Make a Difference.

Pub Date—81

Note—13p.; For complete Conference Proceedings, see UD 023 356.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Black Students, Cohort Analysis, *Economically Disadvantaged, Elementary Education, Grade 2, Grade 3, *School Effectiveness, *Teacher Effectiveness, *Teacher Supply and Demand, *Teaching Experience, Urban Education
Identifiers—*Vintage Effects

The primary purpose of this paper is to present evidence of significant differences in the effectiveness of schools serving low-income children; a secondary purpose is to show that one reason why more learning takes place in some classrooms and schools than in others has to do with differences in the effectiveness of teachers due to teaching experience and "vintage effects." Three samples of black second and third graders in New Haven were tested in reading and math at the beginning and end of the school year. Significant differences were found in the amount of learning taking place in different schools and different classrooms, even after taking into account the skill levels and family background each child brought to school. Findings also showed that, in all three samples, teachers with 3 to 5 years experience were more effective than teachers with less experience. Additional experience beyond the 5 years, however, did not increase effectiveness but reduced it slightly. Further investigation of the topic in a large midwestern city showed this apparent decline to be a research artifact produced by "vintage effects" (i.e., having to do with the lower quality of teacher hired at times of increasing enrollment and the higher quality of those hired at times of declining enrollment. (CMG)

ED 243 982 **UD 023 360**

Kean, Michael H.

Impact of "What Works in Reading?"

Pub Date—81

Note—16p.; For complete Conference Proceedings, see UD 023 356.

Pub Type—Reports—General (140)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Education, Grade 4, Multiple Regression Analysis, *Predictor Variables, Program Effectiveness, *Reading Achievement, *Reading Instruction, Reading Programs, *Reading Research, Research Utilization, *School Business Relationship, School Effectiveness
Identifiers—Federal Reserve Bank of Philadelphia,

Philadelphia School District PA. *What Works in Reading (Study)

The purpose of "What Works in Reading?" was to identify the factors that contribute most strongly to achievement growth in reading. The study, which investigated fourth graders in 25 schools, was run jointly by the Philadelphia School District and the Federal Reserve Bank of Philadelphia, and the respect and understanding that developed between the two groups were basic to the study's implementation. Information was collected and computerized in five categories: the individual child and each child's principal, classroom teacher, reading teacher, and school. The results of 500 multiple regression equations identified variables in each of the five categories (15 in all) that made a difference in reading. Certain variables considered important in the past were found not to affect achievement. The study became news immediately. Perhaps its major impact was on the school district's "A Blueprint for Academic Achievement," 10 of whose specific recommended actions flowed directly from the research report, with an equal number at least tangentially related. Unlike many studies, "What Works in Reading?" has had an impact. While the extent of the impact and the ultimate level of utilization remain to be seen, the study has succeeded as a catalyst for change where other such efforts have failed. (CMG)

ED 243 983 **UD 023 361**

Boyd, William M., II

Fighting Myths, Facing Problems, and Framing a New Reality.

Pub Date—81

Note—10p.; For complete Conference Proceedings, see UD 023 356.

Pub Type—Reports—General (140)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Achievement Need, Higher Education, *Minority Groups, *Program Effectiveness, Secondary Education, *Student Motivation

Identifiers—A Better Chance Inc
 A Better Chance, Inc. (ABC) believes that non-white children can and will learn if given the opportunity. Over the past 16 years, ABC students—children of sharecroppers and lawyers, garbage collectors and doctors, from large cities and tiny hamlets—have, with ABC's help, succeeded at the nation's finest secondary schools and colleges. They now work in jobs traditionally beyond the reach of most poor and minority students—as corporate managers, investment analysts, surgeons, stockbrokers, and other professional occupations. Part of the problem that minority children face in public schools is declining expectations, whereas what they need is reinforcement in their beliefs that they can achieve in school and that achieving will make a difference in their lives. Problems that do exist should not be used to excuse low achievement. Indeed, schools have taken diverse initiatives to bolster achievement, such as honors high schools, internships, and collaboration with local private schools and colleges. If students are to remain motivated, they must have balanced information about admission to desirable programs and colleges and, particularly, information about the place of test scores in college admission. Motivation can also be improved if information about achievers and about opportunities is made available to public school students, who may then see for themselves that America can be a land of opportunity for them, too. (CMG)

ED 243 984 **UD 023 362**

Shipman, Virginia C.

Schools Can and Do Make a Difference: Findings from the ETS Longitudinal Study of Young Children and Their First School Experiences.

Educational Testing Service, Princeton, N.J. Office for Minority Education.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date—81

Grant—H-8256

Note—29p.; For complete Conference Proceedings, see UD 023 356. Abridged version of Project Report 76-21, Notable Early Characteristics of High and Low Achieving Black Low-SES Children.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Black Students, *Economically Disadvantaged, *Family Influence, Grade 3, *Predictor Variables, Preschool Education, Primary Education, *Teacher Influence

The combinations of factors that enhance or interfere with early grade-school performance were investigated among black children from Head Start eligible families who were participants in the ETS Longitudinal Study of Young Children and Their First School Experiences. The children selected for this study's subsample were significantly above or below the average performance for children of similar ethnic or income status on third grade reading and math tests, or they were significantly deviant from the level predicted by their performance on a test of preacademic skills at age 4. A major conclusion from the data was that family and child variables are not necessarily associated with exceptionally high or low academic achievement. Intensive study of children with the greatest absolute deviation in cognitive-perceptual performance found that the most common picture for children with the greatest achievement gains was a continuing warm and stimulating classroom environment combined with a home environment that provided emotional support in general and support for school activities in particular. Conversely, lack of home and/or school support decreased achievement. Overall, the data show that it is not a particular parent, teacher, or child attribute, attitude, or behavior, or a particular social setting that is important, but the cumulative effects of their multiple interactions, and that different clusters of variables appear to be differentially effective for different children. (CMG)

ED 243 985 **UD 023 363**

Tomlinson, Tommy M.

Student Ability, Student Background, and Student Achievement: Another Look at Life in Effective Schools.

Pub Date—81

Note—25p.; For complete Conference Proceedings, see UD 023 356.

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Ability, *Academic Achievement, Elementary Secondary Education, Models, *School Effectiveness, *Socioeconomic Background, *Student Motivation, *Study Habits
Identifiers—*Distraction

Analysis of two studies related to academic achievement (Atkinson, Lens, and O'Malley, 1976; Entwistle and Hayduk, 1978) and of the effective-schools literature provides a picture that helps us to understand why the ability of poor children is not reflected in their school performance and what schools might do to remedy this situation. The following conclusions can be drawn from the analysis: (1) Poor and low-ability children enter school with too little experience or understanding of the requirements of learning and schooling. (2) Intellectual work is crucial to full realization of mental ability. Since ability is relatively insensitive to school practices, low-ability or low-performing children are essentially dependent on their own work for learning. (3) Work is dependent on motivation for its enactment. Apparently, the most effective school motivation is a belief that school grades are important for later life. This motivation seems to be scarce in poor and low-ability children. (4) A powerful mediating factor in the production of learning is the character of the schools. The more distractions in a school, the less the level of productivity and achievement. With these points in mind, it can be said that the model school will reduce distractions to the minimum, intervene directly to improve the level and efficiency of the child's work effort, and, above all, stress academic motivation. (Author/CMG)

ED 243 986 **UD 023 364**

Campbell, Ernest Q.

The Task before Us.

Pub Date—81

Note—9p.; For complete Conference Proceedings, see UD 023 356.

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Black Education, *Educational Quality, Elementary Secondary Education, *Equal Education, *Outcomes of Education, Re-

search Needs

The Equality of Educational Opportunity (EEO) Survey of 1966 shifted attention to outcomes in assessing whether opportunity has been equal. There is a second step to be taken: less attention to equality, more to excellence. There are two flaws in the equality concept in a racial context. One is its nearness of meaning to similarity or identity. The second is that equality is a relative term whereas excellence is an absolute one. We can discuss excellence without intergroup comparison, but equality can't exist unless blacks perform as well as whites. Thus, pressures toward equality of performance are more threatening to the concept of excellence than are pressures toward equality of opportunity. In talking of excellence and equality in education, it is necessary to specify their substance. Overall, skills in math, language, reasoning, technology, and self-presentation are the skills that blacks must have in as much abundance as whites in order to achieve either equality or excellence in the areas most richly recognized and rewarded in this society. It is time to go beyond the EEO Survey's findings of few differences among schools in terms of impact on students. Rather, we must seek out, assess, and generalize the success stories that are undoubtedly there, with confidence that understanding them may help them to multiply. (CMG)

ED 243 987

UD 023 375

Cohen, Lucy M., Ed. Grossnickle, Mary Ann, Ed. *Immigrants and Refugees in a Changing Nation: Research and Training. Proceedings of a Conference Held at the Catholic University of America* (Washington, District of Columbia, May 13-14, 1982).

Catholic Univ. of America, Washington, DC. Dept. of Anthropology.

Spons Agency—National Inst. of Mental Health, Rockville, Md. Paraprofessional Manpower Development Branch.

Pub Date—83

Note—169p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Adjustment (to Environment), Anthropology, Artists, Females, Helping Relationship, *Human Services, Immigrants, Indochinese, Mental Health, *Professional Development, Program Development, *Refugees, Research Needs, Social Scientists, *Social Support Groups, Student Participation, Training

Identifiers—Afro Hispanics, Mutual Assistance Associations, Russian Jews, West Indians

The conference upon which these proceedings are based was held to draw together scholars, public officials, and representatives of private agencies in order to explore priority issues in research and training for professionals who work with new immigrants and refugees. Following a preface, which outlines the themes addressed by conference participants, and two introductory papers on the "new immigration" and issues in refugee resettlement by Roy S. Bryce-Laporte and C. Richard Parkins, respectively, papers are grouped and presented under several topics. Section II, "Innovative Research and Action," includes "W.A.P.A.'s (Washington Association of Professional Anthropologists) Refugee Resettlement Project: Organizational and Research Models," by Beatrice Hackett and David Edwards; "A Rural District's Insight into Refugee Life," and Naomi West; and "Involving Students in Refugee Services," by John M. VanDeusen and Linda H. Gray. Section III is entitled "Self-Help in Changing Communities." Papers presented here are "Changing Aspects of the Cambodian Mutual Assistance Associations Project," by Sem Yang; "The Cambodian Cluster Project," by Cynthia Coleman; "Leadership Networks in the Caribbean Immigrant Community as a Model of Mutual Assistance Efforts," by Marcos Mason; and "Support Systems for Mental Health Problems among Soviet Jewish Refugees," by Betty Brodsky. Section IV, "Immigrant and Refugee Women as Entrepreneurs and Artists," includes "Mainstreaming Refugee Women's Economic Development," by Deborah McGlauffin; "The Emergence of Immigrant Women Artists," by Eugenia Franklin Springer; and "Issues in Afro-Hispanic Development," by Dorothea Lowe Bryce. Finally, Section V, "Implications for Training and Research," is comprised of "Contextual Framework for Training," by Leila Calhoun Deasy; "Implications of Training Models for Program Development," by David Howell; "Research Issues regarding Refugees in the United States," by David

Haines; and "Problems in Immigration and Refugee Research: Anthropological Implications," by Michael Kenny. (GC)

ED 243 988

UD 023 429

Hatchett, Shirley J. Quick, Alida D.

Correlates of Sex Role Attitudes among Black Men and Women: Data from a National Survey of Black Americans.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.

Pub Date—83

Note—5p.

Available from—Institute for Urban Affairs and Research, Howard University, 2900 Van Ness Street, N.W., Washington, D.C. 20008 (free).

Journal Cit—Urban Research Review; v9 n2 p1-3, 11

Pub Type—Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Black Attitudes, Demography, National Surveys, *Predictor Variables, *Sex Differences, *Sex Role, Socioeconomic Status

In an investigation of the socioeconomic and demographic correlates of sex role attitudes among black Americans, four sex role attitude items were analyzed. Two tapped attitudes toward familial division of labor, one addressed perceptions of the consequences of women working, and one addressed attitudes toward motherhood. Eight background variables were included in the analysis: age, education, household income, region of residence, religiosity, and marital, job, and parental status. Findings documented a great deal of support for egalitarianism among black Americans, both men and women. Generally, the data showed support for more modern sex role norms in all areas except one—motherhood, which a large majority of both sexes saw as the most fulfilling role for women. Although there were sex differences on the other three norms, they were not as large as might be expected. Overall, the correlates and predictors of sex role attitudes of men and women were found to be different. More relationships were found between socioeconomic variables and sex role attitudes for black women than for black men. Except for sex, none of the background variables, either alone or with others, explained more than a very modest proportion of the variance in sex role attitudes. (CMG)

ED 243 989

UD 023 447

Hispanic Business Agenda.

Coca-Cola USA, Atlanta, GA.

Pub Date—[83]

Note—20p.; This study was designed by the Cultural Communications Group and the field research conducted by the Strategy Research Corp.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Responsibility, Community Leaders, Community Organizations, *Economic Development, English, *Hispanic Americans, Management Development, Needs Assessment, Spanish, Urban Areas

Identifiers—*Coca Cola USA

This is a corporate policy statement of the Hispanic business agenda of Coca Cola USA, and the results of a community survey conducted to inform that agenda. The statement outlines several areas of company policy as they relate to Hispanic Americans. These areas include regional marketing, promotion, and community relations strategies, a Spanish-language media program, management development programs for Hispanic Americans, community economic development linked to Hispanic-owned banks and other businesses, and the Coca Cola Hispanic education fund. The remainder of the pamphlet outlines results of a survey that was carried out to determine Hispanic attitudes and needs, as assessed by Hispanic business owners/managers, community leaders, and politicians, in five metropolitan areas: New York, Chicago, Los Angeles, San Antonio, and Miami. The survey is reported to have found that the Spanish language should be used to reach the Hispanic community; that education, job training, employment, and housing are dominant needs; and that major corporations are not considered responsive to local Hispanic community needs. Hispanic leaders frequently named as significant, and influential Hispanic organizations are also cited in the survey results. (GC)

ED 243 990

UD 023 468

Olmedo, Esteban L., Comp. And Others

Ethnic Minority Human Resources in Psychology Directory.

American Psychological Association, Washington, D.C.

Pub Date—Jan 84

Note—80p.; Compiled and edited at the request of the Board of Ethnic Minority Affairs by the Office of Ethnic Minority Affairs.

Available from—Ethnic Minority Affairs Office, American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036 (no charge for single copies; requests should be accompanied by self-addressed mailing label).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Alaska Natives, American Indians, Asian Americans, Blacks, *Ethnic Groups, Hispanic Americans, *Human Resources, *Minority Groups, Pacific Americans, *Psychologists

Minority members of the American Psychological Association (APA) who have expressed a desire to serve as professional resources are listed in this directory. Individuals are identified under one of four broad categories of ethnic minority groups: American Indian/Alaska Native, Asian/Pacific American, Black/Afro American, and Hispanic. Within each category entries are listed alphabetically. For each entry name, address, telephone number, ethnic self-identification, areas of professional expertise, and APA division membership are given. (CMG)

ED 243 991

UD 023 470

Parrillo, Vincent N.

Arab American Residential Segregation: Differences in Patterns.

Pub Date—22 Mar 84

Note—23p.; Paper presented to the Annual Meeting of the Urban Affairs Association (Portland, Oregon, March 22, 1984).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Arabs, Census Figures, Economic Factors, *Neighborhood Integration, North Americans, *Population Distribution, *Racial Composition, *Residential Patterns, Socioeconomic Status, Statistical Analysis

Identifiers—Index of Dissimilarity, *New Jersey

In order to determine the extent of residential segregation among first or second generation Arabs living in and around Paterson, New Jersey, 286 families were located and interviewed. Field data were combined with statistics from the U.S. Census Bureau Population and Housing Summary Tape File 1-A. It was found that residential segregation was not the usual pattern among Arab Americans (which included Syrians, Lebanese, Circassians, Palestinians, and Jordanians). Most of the Arab immigrant families were found to live in working class neighborhoods, either at the city's edge or in one of the adjoining exurbs or small cities (Prospect Park, Haledon, Clifton, Passaic). In these areas, a few families may live fairly close to one another, but several blocks from the next small grouping. Nevertheless, interviews revealed a shared sense of community and frequent interaction patterns based upon life cycle rituals, homeland concerns, religious affiliations, political activism, or limited social situations. The method used to measure the degree of racial segregation—defined as the overall unevenness in the spatial distribution of two racial/ethnic groups—was the index of dissimilarity. Among all the census tracts examined, the mean level of segregation between Arab Americans and Whites was found to be 26 percent. With wide fluctuations, the mean Arab/Black dissimilarity index was 61 percent. Nonetheless, neighborhood racial composition did not appear to be a factor in Arab Americans' choice of residence or desire to relocate. Finally, the segregated distribution pattern of this group was not found to be strongly related to cost of housing. (GC)

ED 243 992

UD 023 471

Rees, Constantine

The Greek Elementary School System. Curriculum Bulletin Number Twenty-Three.

Chicago Board of Education, Ill. Dept. of Curriculum.

Pub Date—79

Note—96p.; Prepared by the Committee on the Greek Elementary School System.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cross Cultural Studies, Cultural Awareness, *Elementary Education, *Elementary School Curriculum, Foreign Countries, *Teaching Methods
Identifiers—*Greece

The Greek elementary school system is described in this booklet, which was developed for those teaching Greek children who come directly from Greek elementary schools to Chicago public schools. The Greek school system is described as different from the Chicago one in both content and methods of instruction; thus, the purpose of this document is to help Chicago teachers understand the Greek student's educational background in order to provide him/her with as much continuity of instruction as possible. Information is presented by grade level, and focuses on the areas of religion, language, arithmetic and geometry, history, geography, environmental studies, the sciences, arts and crafts, music, and physical education. (CMG)

ED 243 993 UD 023 483

Orum, Lori S.

Beyond the Myths: Title VII and Bilingual Education in the United States.

National Council of La Raza, Washington, D.C.

Pub Date—Feb 83

Note—18p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Elementary Secondary Education, Federal Aid, *Federal Government, *Government Role, Language of Instruction, Student Characteristics, Teacher Characteristics

Identifiers—Bilingual Education Act 1968

Factual information about the Federal bilingual education program—Title VII of the Elementary and Secondary Education Act—is provided in this document. Following a definition of bilingual education, the limits of Title VII are described. Facts are then provided about (1) amount of time spent on teaching English and in using it and the native language as the language of instruction for other subjects; (2) characteristics of bilingual teachers (ethnic origin of teachers using non-English languages, general teacher preparation, and Title VII preparation); (3) Title VII students (limited-English proficient and fluent English speakers); (4) differences between Title VII and Title VI of the Civil Rights Act of 1964, from which the Lau remedies are derived; (5) bilingual program funding sources; (6) use of Title VII funds (short-term grants to local districts, bilingual desegregation grants, training grants, and support services); and (7) funding reductions and the Title VII budget. (CMG)

ED 243 994 UD 023 488

Fingeret, Allan L.

Teaching a Traditional Course in a College and in an Urban Educational Setting: One Instructor's History.

Pub Date—Apr 83

Note—13p.; Paper presented at the Annual Conference of the New England Educational Research Organization (Rockport, ME, April 27-29, 1983).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Adult Education, *Dropouts, *Nontraditional Education, *Nontraditional Students, Postsecondary Education, Psychology, Traditional Schools, *Urban Universities

Identifiers—*Rhode Island (Providence), Rhode Island College

This paper describes one instructor's experiences in teaching an introductory psychology course in a traditional college (Rhode Island College) setting and in the College's nontraditional Urban Educational Center. The students at the Center, which offered tuition-free enrollment classes in high school equivalency preparation, adult basic education, and introductory-level college subjects, ranged in age from late teenage to elderly, and were primarily from low income minority families. The sample included 368 students from both institutions who completed at least the first examination in the course between 1975 and 1980. Although both categories of students were found to perform at about the same academic level, there were far more dropouts from the non-traditional setting. (CJM)

ED 243 995 UD 023 491

Oberg, Charles N. And Others

A Cross-Cultural Assessment of Maternal-Child

Interaction: Links to Health and Development.

Pub Date—Nov 83

Note—20p.; Paper presented at the Hmong Conference II: The Hmong in Transition (Minneapolis, MN, November 1983).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, *Child Rearing, Cross Cultural Studies, *Cultural Differences, Family Environment, Immigrants, Indochinese, *Infants, *Mothers, *Parent Child Relationship, Physical Health, *Whites

Identifiers—*Hmong People

Twenty-four mother-toddler dyads, 12 each from the Hmong and Caucasian communities of the Twin Cities, took part in a cross-cultural study of maternal-child interaction and its links to health and development. Findings showed that the Hmong mothers were rated as more attentive, expressive, sensitive, responsive, and patient in childrearing than the Caucasian mothers on all the scales used (items from the Mother-Child Rating Scales, Ainsworth's System for Rating Maternal-Care Behavior, and interaction items from the Home Observation for Measurement of the Environment). Hmong mothers also were more effective in protecting their children, evidenced by fewer emergency room visits, and they reported a more nutritious diet for their toddlers than did Caucasian mothers, despite similar incomes. In contrast, the Caucasian children were more likely to be adequately immunized than the Hmong children although no significant medical differences between the groups were found. None of the children could be classified as developmentally delayed. Although the ratio of adults to children in the two populations was approximately the same (with Hmong households having larger numbers of both), Hmong families appeared to support the mother in her responsibilities to a greater extent than did the Caucasian families. There were significantly fewer disruptions from separation or divorce in the Hmong population and more sharing child care among adults in the families. (CMG)

ED 243 996 UD 023 493

White, Arden

Women and Educational Journalism: A Ten-year Perspective and Comparisons with Journals from Two Related Fields.

Pub Date—[83]

Note—18p.; Paper presented at the Northern Rocky Mountain Educational Research Association Annual Meeting (1st, Jackson Hole, Wyoming, October 13-15, 1983).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Authors, Counseling, Education, Educational Research, *Females, Psychology, Publications, *Scholarly Journals, *Sex Differences

Identifiers—*Editorial Boards

Women's experiences on the editorial boards of and as authors for education journals are examined and compared with their experiences in counseling and development journals and psychology journals. In all cases, women are found to be underrepresented. After a productivity comparison between men and women, and an analysis of women's editorial board and authorship experiences, a discussion of possible reasons for the discrepancy between the male and female experience is presented. Data used in the analysis are provided in tabular form. (CMG)

ED 243 997 UD 023 496

Materials for Indochinese Students: An Annotated Bibliography.

Los Angeles County Superintendent of Schools, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Office of Bilingual Bicultural Education.

Pub Date—83

Note—52p.; A publication of the Division of Curriculum and Instructional Programs.

Available from—Office of the Los Angeles County Superintendent of Schools, 9300 East Imperial Highway, Downey, CA 90242 (write for price, Attn: Chuck Acosta).

Pub Type—Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, *Asian Americans, Cambodians, Chinese Americans, El-

ementary Secondary Education, *Indochinese, *Instructional Materials, Laotians, *Resource Materials, Vietnamese People

Identifiers—Hmong People

This is an annotated bibliography of educational materials for Indochinese students. The bibliography focuses on classroom materials for Indochinese students, but also includes teacher-training materials. There is one section each for Indochinese, Vietnamese, Lao/Hmong, Cambodian (Khmer), and Chinese materials. The Vietnamese and Cambodian materials are subdivided into language arts, social studies, and mathematics and science subjects; the Chinese materials are subdivided into language arts and social studies subjects. Following each annotation, the item's price, language or languages in which it is written, and its format, grade level, or target audience are indicated. Appendix I lists unannotated titles received too late to incorporate into the body of the bibliography; appendix II lists addresses and telephone numbers of publishers and distributors. (CJM)

ED 243 998 UD 023 521

Facundo, Blanca

Issues for an Evaluation of Freire-Inspired Programs in the United States and Puerto Rico.

Latino Inst., Reston, Va.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—Feb 84

Grant—G-00800606

Note—143p.

Pub Type—Opinion Papers (120) — Reports - General (140)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Basic Education, *Developed Nations, Developing Nations, *Educational Theories, Elementary Secondary Education, *Literacy Education, *Political Power, Program Effectiveness, Program Evaluation, Racial Attitudes, Revolution, Social Class

Identifiers—Brazil, *Freire (Paulo), Puerto Rico, United States

Paulo Freire is a Brazilian educator whose theories link educational processes with revolutionary political aims. This report describes attempts by predominantly Latino proponents of his theories to develop "liberating education" (educacion liberadora) in the United States and in Puerto Rico. Section 1 describes the national, political, and religious context in which Freire developed his theories. Section 2 analyzes the ways in which his philosophy has been romanticized by radicals in the United States to justify Third World revolutionary tactics. Section 3 describes efforts by liberating educators to utilize Freire's theories against racism and exploitation, and discusses Alvin Gouldner's theory of the emerging "cultural bourgeoisie." Section 4 summarizes activities of liberating education practitioners in the United States from 1978-83, including a federally funded project to start an Information and Resources Center for Educacion Liberadora (IRCCEL). Section 5 is an account of specific problems encountered by these practitioners, and of the theories of two non-Latino proponents of "liberating education." Section 6 addresses the problem of evaluations required by funding sources and their relationship to ontology and epistemology. The impact of the "new physics" and the transformational movement on proponents of Freire's theories is also considered. Section 7 describes Freire's attempts to develop a literacy campaign in Guinea-Bissau. Finally, section 8 summarizes the content of the report and concludes that it may not be possible to apply Freire's philosophy of the principles of liberating education. A bibliography is attached, and notes follow each chapter. (CJM)

ED 243 999 UD 023 522

Hornel, Michael W.

Down from Equality. Black Chicagoans and the Public Schools, 1920-41.

Report No.—ISBN-0-252-00981-9

Pub Date—25 May 84

Note—219p.

Available from—University of Illinois Press, Box 5081, Station A, Champaign, IL 61820 (\$19.95).

Pub Type—Books (010) — Historical Materials (060) — Reports - General (140)

Document Not Available from EDRS.

Descriptors—Activism, *Black Community, *Black Education, *Black Organizations, Black Students, Educational History, Elementary Secondary Education, Equal Education, *Public Schools, *School Segregation, *Urban Schools

Identifiers—*Illinois (Chicago)

The creation of a separate and unequal system of education for blacks and whites in Chicago in the 1920s and 1930s, and black responses to the situation are described and analyzed in this book. Drawing upon material from black newspapers and journals, Chicago Board of Education documents, census data, private manuscript collections, and personal interviews, the book shows how the change from a substantially integrated to a segregated system came about, and how this transition continues to influence the current debate on education in Chicago. The first chapter describes public schooling and racial relations before 1920. The following three chapters discuss how the school system became segregated; what segregation meant for school funding and facilities in the black community; and the effects on black students of classroom racism in the black schools, overburdened families, and the ghetto's social ills. The final chapter deals with black activism and the public schools—strengths and weaknesses of the various groups dealing with educational issues, black goals and priorities regarding public education and how they have changed, and black tactics in school controversies. An epilogue compares the Chicago case with that of other urban centers in the North during the 1920s and 1930s, and looks briefly at black public schools in Chicago since the 1940s. (CMG)

ED 244 000 UD 023 529

de Silva, Deemathie

OPERATION SUCCESS. Program Overview and Performance, Academic Year 1983.

Wichita State Univ., Kans.

Pub Date—Jan 84

Note—177p; Some figures may not reproduce clearly.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adjustment (to Environment), Asian Americans, *College Students, Cultural Activities, *Economically Disadvantaged, *Ethnic Groups, Federal Aid, Higher Education, Low Income Groups, Program Evaluation, *Tutorial Programs, Vietnamese People

Identifiers—*Operation Success, Wichita State University KS

This report is a comprehensive description of a Federally-funded Special Services program known as Operation Success at Wichita State University. The program began in 1970 and is designed to assist students from low income families and/or who are the first in their families to attend college. Part I of the report describes program philosophy and goals, plus the current organizational framework, staff development and training, and program communications. Part II summarizes student enrollment and presents demographic data on students who received assistance through the tutoring component during the Spring, Summer, and Fall semesters of 1983. Part III summarizes the tutorial, cultural, research and evaluation, Vietnamese, and fundraising components of the program. It also provides a detailed analysis of program survey data, summarizes scholarships awarded to students, and describes the Tutor Appreciation Awards banquet. Numerous charts, tables, figures and organizational models are utilized throughout the report. (CJM)

ED 244 001 UD 023 531

Porro, Barbara

Non-Sexist Elementary Education: A Research Report and Teacher's Guide. Research Monograph No. 34.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date—81

Note—78p; Photographs may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Attitude Change, *Childhood Attitudes, Class Organization, *Classroom Environment, Curriculum Development, Elementary Education, Grade 1, Open Education, Program Effectiveness, Self Contained Classrooms, Sex Differences, *Sex Role, *Sex Stereotypes, *Student Behavior, Teacher Behavior, *Teacher Influence

Part I of this two-part document consists of a report on a study designed to measure the effects of a nonsexist classroom on the sex role attitudes of first graders. Part II is a teacher's guide to the nonsexist classroom program itself. The sex role attitudes of three groups of children—an experimental group from an open classroom, and two control

groups from an open classroom and a traditional classroom respectively—were tested; the experimental group was then exposed to a seven-month intervention program. Findings show that after exposure to this program the sex role attitudes of the experimental group were significantly less stereotypic than those of either control group. No differences were found between the effects of open and traditional classrooms upon children's sex role beliefs. Findings of a follow-up study done a year later show that the intervention program had enduring effects although experimental boys had become more stereotypic than experimental girls. Following this study report, the document describes (for teachers) the intervention program, offering suggestions for eliminating sexism in three broad areas: teacher behavior, classroom environment and curriculum, and student behavior. Appended are the sex role attitudes inventory used in the study, validation ratings for the inventory, and "sexism in the classroom" awareness activities for the teacher. (CMG)

ED 244 002 UD 023 532

Matney, William C. Johnson, Dwight L.

America's Black Population: 1970 to 1982. A Statistical View. Special Publication PIO/POP-83-1.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Report No.—PIO/POP-83-1

Pub Date—Jul 83

Note—32p.

Pub Type—Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Black Employment, Black Family, *Black Population Trends, Census Figures, Educational Attainment, Income, *Racial Distribution, *Socioeconomic Status

This pamphlet is the first in a series designed to provide a compilation of selected demographic, social, economic, and other statistical data relating to selected populations. Topics covered here (in both discussion and table/graph format) include Black population growth and distribution, residence, income gain, poverty rate increase, labor force participation, occupational distribution, representation in selected occupations, occupational differences, farm population declines, school enrollment, educational attainment, female headed households, living arrangements of children, increased divorce ratio, life expectancy and mortality, fertility rates and birth expectations, out-of-wedlock births, housing ownership, voting age population and voter turnout, and military services. References and sources are also presented, and reliability of the data is discussed. (CJM)

ED 244 003 UD 023 533

Senator, Stuart And Others

Computers in the Classroom: A Program for New Jersey. Working Paper No. 4.

Princeton Univ., N.J. Woodrow Wilson School of Public and International Affairs.

Report No.—ISBN-0-938882-08-2

Pub Date—Feb 84

Note—60p; A publication of the Council on New Jersey Affairs.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, Computer Assisted Instruction, Computer Literacy, Computer Science Education, *Educational Equity (Finance), Elementary Secondary Education, *Government Role, *Program Effectiveness, Program Evaluation, Resource Allocation, *State Government

Identifiers—*Computer Uses in Education, *New Jersey

How New Jersey schools are actually using computers and incorporating the technology into their curricula is the subject of this report. Following an introductory statement in chapter 1, chapter 2 explains several important issues and concepts related to computer use in schools. Chapter 3 describes the educational uses of computers in New Jersey's schools, drawing on a survey of all districts and on interviews in selected districts. Inequality in access to computers is touched on here. Chapter 4 provides an overview of what is occurring in this area in several states regarded as leaders in the uses of computers in schools. Chapter 5 describes the extent of the New Jersey State government's involvement and leadership in computer technology in education. Chapter 6, the conclusion, reviews a number of problems found in the survey upon which the report is based. These include (1) unequal resources, with

the greatest access to and use of computers concentrated in wealthy suburban districts; (2) inadequate information sharing and a lack of cooperation among districts regarding computers; (3) absence of clearly defined goals for the technology; and (4) heretofore insufficient leadership and support by the state government. A number of recommendations are offered to counter these problems. (CMG)

ED 244 004 UD 023 535

Equity, Excellence, Involvement, and Pluralism: A New Day for America's Children. The National Hispanic Educational Platform.

Center for Hispanic Educational Leadership, Denver, CO.

Pub Date—84

Note—9p.

Available from—Center for Hispanic Educational Leadership, 1444 Stuart Street, Denver, CO 80204 (\$0.75 per copy; \$0.50 for 26 copies or more).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Role, *Cultural Pluralism, *Educational Policy, Educational Quality, Elementary Secondary Education, *Equal Education, Federal Programs, *Hispanic Americans, Parent Participation, Political Power, School Districts, Spanish Speaking, State Programs

This pamphlet is a statement of the National Hispanic Educational Platform, which is based on the premise that Hispanic ideals, history, culture, and the Spanish language have a legitimate and important place in the social and governmental structure of the United States. It identifies four rights that are the cornerstone of education for Hispanic and all children: (1) the right of equal access to all educational resources and programs; (2) the right to strive for and expect excellence; (3) the right and responsibility of Hispanic parents and community members to be involved in educational decision-making; and (4) the right to strive for and maintain cultural diversity. Recommendations for action at the Federal, State, and local levels are made. (CJM)

ED 244 005 UD 023 536

Fendler, Carol

Characteristics of the Population below the Poverty Level: 1982.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date—Mar 84

Note—222p; Tabular material may be marginally legible due to small print.

Journal Cit—Current Population Reports; Series P-60 n144 Mar 1984

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Census Figures, *Demography, *Economically Disadvantaged, *Economic Factors, *Poverty, *Social Characteristics

Identifiers—*United States

This report presents detailed social and economic statistics, based upon the Current Population Survey of March, 1983, for the U.S. population below the poverty level in 1982. Poverty data are cross-classified by such characteristics as race, family relationship, type of residence, work experience, and type of income received. Among major findings are that between 1981 and 1982, the number of persons below the poverty level rose from 31.8 million to 34.4 million, and that during this period the poverty rate rose from 14.0 percent to 15.0 percent. Among the factors contributing to the increase were the recession that persisted through most of 1982 and an associated rise in unemployment. The data show that poverty increased (1) among Blacks, Whites, and Hispanics; (2) among all the younger age groups, up to age 55; (3) in all major geographical areas; (4) at a higher rate in central cities than in metropolitan areas; and (5) among families of all types. The data also show that of the 3.7 million poor persons 15 years and older who were unemployed at some time during 1982 (a 14.0 percent increase over 1981), 2.5 million were unemployed 15 weeks or more, an increase of 30 percent over 1981. (CMG)

ED 244 006 UD 023 538

Pritchard, May Long And Others

A Practitioner's Guide. Strategies, Programs, and Resources for Youth Employability Development.

Public/Private Ventures, Philadelphia, PA.

Spons Agency—Ford Foundation, New York,

N.Y.; Mott (C.S.) Foundation, Flint, Mich.
 Pub Date—Mar 84
 Note—88p.

Available from—Public/Private Ventures, 399
 Market Street, Philadelphia, PA 19106 (\$10.00).
 Pub Type—Guides - Non-Classroom (055) — Refer-
 ence Materials - Directories/Catalogs (132)

Document Not Available from EDRS.
 Descriptors—Compensatory Education, *Disad-
 vantaged Youth, *Employment Programs, *High
 Risk Persons, Information Sources, *Job Training,
 Nontraditional Education, On the Job Training,
 Program Descriptions, Residential Programs,
 Secondary Education, Skill Development, *Sys-
 tems Development, Work Study Programs,
 *Youth Employment

Basic principles for the establishment of a com-
 prehensive youth education and employment sys-
 tem are offered in this guide, with particular focus
 on those youth who are at greatest risk of becoming
 or remaining chronically unemployed. Drawing on
 the knowledge generated by research and opera-
 tional experience over the past decade, the guide
 proposes a system of services that incorporates pro-
 grams for at-risk youth who are at very different
 stages of development. Seven strategies are pre-
 sented: compensatory education, alternative school-
 ing, integrated work/study, residential education
 and training, job-readiness training, on-the-job
 training, and skills training. Each strategy is de-
 scribed and information is given about its target,
 rationale, key elements, and costs. Examples of each
 kind of strategy are listed. Following the strategy
 section, a number of steps to improve the coordina-
 tion and delivery of education and training services
 are suggested. Four appendices contain information
 on existing programs and resources: (1) descriptions
 of model programs, with their administrative struc-
 ture, approximate costs, and contact persons; (2) the
 outline of a procedure for estimating the size of the
 at-risk population and suggested sources for neces-
 sary data; (3) a table of information on Federal
 sources of funding for services to at-risk youth; and
 (4) a list of organizations and publications that prac-
 titioners may wish to utilize. (CMG)

ED 244 007 UD 023 539
**Summary of Hearings Held by the Senate Judi-
 ciary Subcommittee on Immigration and Refugee
 Policy, July 1981-April 1982. Prepared for the
 Subcommittee on Immigration and Refugee Poli-
 cy of the Committee on the Judiciary, United
 States Senate.**

Library of Congress, Washington, D.C. Congressio-
 nal Research Service.

Spons Agency—Congress of the U.S., Washington,
 D.C. Senate Committee on the Judiciary.

Pub Date—Apr 83
 Note—184p.

Pub Type—Reports - General (140)
EDRS Price - MF01/PC08 Plus Postage.
 Descriptors—Federal Government, *Federal Legis-
 lation, Hearings, *Immigrants, *Public Policy,
 *Refugees, *Undocumented Immigrants
 Identifiers—Amnesty, Congress 98th, *Immigra-
 tion Legislations

This document contains synopses of Senate hear-
 ings on immigration matters which culminated in
 the introduction of the Immigration Reform and
 Control Act ("Simpson-Mazzoli Bill") in March
 1982. The focus of the hearings was on the need for
 maintaining and regaining control of the various
 forms of immigration. Five basic aspects of im-
 migration were addressed: (1) legal permanent im-
 migration; (2) refugee admission and resettlement; (3)
 mass asylum and the related issues of adjudication;
 (4) illegal immigration, including work authoriza-
 tion, legalization, and temporary worker programs;
 and (5) nonimmigrants. Following these hearings,
 further hearings were held on the Simpson-Mazzoli
 Bill. In this document, the main arguments and is-
 sues considered during the hearings on each of the
 five basic issues and on the Simpson-Mazzoli Bill
 are considered; summaries of individual hearings
 are provided. (CMG)

ED 244 008 UD 023 543
Prewitt Diaz, Joseph O.
**The Conflicts in In-School Cultural Behaviors of
 the Puerto Rican Migrant Children on the Main-
 land. Working Papers on Issues in Puerto Rican
 Education, No. 105.**
 Pennsylvania State Univ., University Park. Div. of
 Curriculum and Instruction.
 Pub Date—Sep 83
 Note—17p.; Small print; A monograph from the

Bilingual Education Program.

Pub Type—Reports - Descriptive (141)
**EDRS Price - MF01 Plus Postage. PC Not Avail-
 able from EDRS.**

Descriptors—*Adjustment (to Environment), Cul-
 tural Differences, *Culture Conflict, Elementary
 Secondary Education, Family Involvement,
 *Family Role, Family School Relationship,
 *Puerto Rican Culture, Puerto Ricans, *Socializa-
 tion, Student Alienation, *Student Attitudes, Stu-
 dent Behavior

Identifiers—Puerto Rico

Difficulties of Puerto Rican children in adjusting
 to school in the U.S. mainland can be attributed to
 their family background and early schooling experi-
 ence. Unlike the isolated, independent nuclear fam-
 ily unit usually found on the mainland, Puerto Rican
 families are extended and prize cooperation, social-
 ization, respect for the male patriarch, fatalism, sub-
 mission, passivity, and interdependence. Thus,
 Puerto Rican children are unused to an atmosphere
 of individual competitiveness, and are thought to be
 lazy and unmotivated. Furthermore, they are more
 used to verbal than written communication, and
 tend to resist the authority of female teachers. In
 Puerto Rico, schools also serve as a social center;
 thus, academic skills of students tend to be weaker
 than those of the mainland children—a problem com-
 pounded by language difficulties. Puerto Rican par-
 ents do not fully understand the role of mainland
 schools, and frequently keep their English-speaking
 children out of school to help them with personal
 matters. They are also very modest, and disapprove
 of sex education and physical education for girls.
 Economic disadvantages mean that few educational
 materials are available at home. The resulting cul-
 tural conflicts can be alleviated by such steps as
 encouraging greater parent participation in the
 schools, a bilingual school environment, and peer
 tutoring. (CJM)

ED 244 009 UD 023 544
Denbo, Sheryl Ross, Marlene
**The Effective Principal: Achieving Equity and
 Excellence in Schools.**

American Univ., Washington, D.C. Mid-Atlantic
 Center for Sex Equity.

Spons Agency—Department of Education, Wash-
 ington, DC.

Pub Date—Jun 83
 Grant—G008200815
 Note—20p.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Educational
 Environment, *Educational Quality, Elementary
 Secondary Education, *Equal Education, *Lead-
 ership, *Principals, School Community Relation-
 ship, *School Effectiveness

The suggestions presented in this publication are
 designed to assist principals in improving school
 effectiveness through a well-planned, well-executed
 program of staff supervision and curriculum devel-
 opment. The document is organized into four major
 areas. First, the need for the principal to provide
 strong curriculum leadership through establishing
 achievement as a top priority, actively participating
 in curriculum committees, and establishing
 nonbiased student evaluations is addressed. Second,
 suggestions are made as to how a principal can com-
 municate high expectations for student and teacher
 performance through encouraging and rewarding
 excellence, monitoring instruction and conducting
 staff evaluations, and supporting staff development.
 Next, how to encourage equity and excellence
 through administrative procedures such as review-
 ing scheduling and grouping procedures and estab-
 lishing an orderly atmosphere is discussed. And
 finally, ways that a principal can help to maintain a
 positive school climate through encouraging teach-
 ers to communicate with parents and encouraging
 parent participation are considered. A "self-assess-
 ment" scale and a "priority for improvement" scale
 for each item in the four areas facilitate use of the
 material for planning purposes. (CMG)

ED 244 010 UD 023 545
Yancey, Elizabeth
**Increasing Participation of Minority and Cultur-
 ally Diverse Students in Gifted Programs.**
 American Univ., Washington, D.C. Mid-Atlantic
 Center for Sex Equity.
 Spons Agency—Department of Education, Wash-
 ington, DC.
 Pub Date—Apr 83
 Grant—G008200815

Note—41p.

Pub Type—Guides - Non-Classroom (055) — Refer-
 ence Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Change Strategies, Definitions, Ele-
 mentary Secondary Education, Enrollment
 Trends, *Gifted Disadvantaged, *Minority
 Groups, Professional Training, Resource Materi-
 als, Special Education, *Student Participation,
 *Talent Identification

This pamphlet is designed as a resource to assist
 school administrators and directors of gifted and
 talented programs in their efforts to increase partici-
 pation of minority students in such programs. It
 explores issues related to the current underrepresen-
 tation of minority students including statistics
 reflecting that underrepresentation; definitions of
 giftedness; identification issues and recommenda-
 tions for improving identification; descriptors of
 promising practices for identifying gifted minority
 students; and ways of increasing minority partici-
 pation. Appendices provide a bibliography of the litera-
 ture on identification of gifted disadvantaged
 students (including sources of sample forms for in-
 formal identification procedures) and a listing of
 professional training programs in gifted education.
 (CMG)

ED 244 011 UD 023 546

Denbo, Sheryl And Others
**Color Our Children Carefully. A Guide to Equity
 and Excellence in Education.**

American Univ., Washington, D.C. Mid-Atlantic
 Center for Sex Equity.

Spons Agency—Department of Education, Wash-
 ington, DC.

Pub Date—[82]
 Grant—G008100820
 Note—35p.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Change Strategies, Desegregation
 Effects, Discipline Policy, Educational Environ-
 ment, *Educational Quality, Elementary Second-
 ary Education, *Equal Education, Information
 Sources, Instructional Materials, Minority
 Groups, *Research Utilization, Resource Materi-
 als, *School Effectiveness, Staff Development,
 Student Evaluation, Teacher Supervision, Teach-
 ing Methods

The information in this packet has been selected
 for the purpose of assisting educators in their efforts
 to create and sustain effective schools for all stu-
 dents. The articles in Section I, "Overview and
 Resources," contain statistical profiles assessing
 minority progress, research information on the ef-
 fects of desegregation, and practitioner-oriented
 lists of resource materials and organizations. The
 articles in Section 2, "Issues and Strategies," con-
 tain summaries of significant research findings and
 practitioner-oriented strategy checklists based on
 the research. The topics covered are a positive
 school climate; teacher expectations; issues in evalua-
 tion; monitoring student progress, testing and
 ability grouping; curriculum and instruction; in-
 structional supervision and staff development; and
 discipline. (CMG)

ED 244 012 UD 023 547

Screening Educational Equity: A Filmography.
 American Univ., Washington, D.C. Mid-Atlantic
 Center for Sex Equity.

Spons Agency—Department of Education, Wash-
 ington, DC.

Pub Date—83
 Note—20p.

Pub Type—Reference Materials - Directories/Cat-
 alogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Pluralism, Elementary Sec-
 ondary Education, *Films, *Filmstrips, Instruc-
 tional Materials, *Multicultural Education, Staff
 Development, *Videotape Cassettes

Films, filmstrips, and videotape cassettes portray-
 ing a variety of multicultural experiences are listed
 in this catalog. All are educationally appropriate for
 use in the classroom and/or for staff development.
 Each entry in the alphabetical listing contains the
 length of the item, the date it was made, the target
 audience, and a brief description of the contents, as
 well as information on purchase and rental. Follow-
 ing the alphabetical listing, a subject index lists titles
 under the following: career education, civil rights
 movement, employment and affirmative action,
 gifted and talented, hate and violence, math and
 science, multicultural education/human relations,

racism/prejudice, role models, and staff development. Instructions on how to borrow a film, film-strip, or cassette from the Mid-Atlantic Center for Race Equity are provided at the back of the catalog. (CMG)

ED 244 013

UD 023 548

Denbo, Sheryl, Comp.

The Computer Explosion: Implications for Educational Equity. Resource Notebook. American Univ., Washington, D.C. Mid-Atlantic Center for Sex Equity.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Sept 83

Grant—G008200796

Note—128p.

Pub Type—Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Change Strategies, *Computer Software, Educational Change, *Educational Equity (Finance), Educational Trends, Elementary Secondary Education, *Employment Patterns, *Equal Education, Futures (of Society), Glossaries, Information Sources, *Program Evaluation, Resource Centers, Resource Materials

Identifiers—*Computer Uses in Education

This notebook was prepared to provide resources for educators interested in using computers to increase opportunities for all students. The notebook contains specially prepared materials and selected newspaper and journal articles. The first section reviews the issues related to computer equity (equal access, tracking through different instructional uses of the computer, and bias and stereotypes in software). The second section presents an overall context for planning equitable education programs in an information society, exploring the economic context for education, the societal context for educational change, school improvement through technology use, and change strategies. The third section contains information about computer uses to help educational administrators and teachers to keep up with an improving technology. The fourth section contains materials related to software evaluation, including several evaluation instruments, one of them an equity evaluation instrument. The final section provides an overview of the participation of women and minorities in computer-related employment areas and educational programs. It also presents projected occupational growth trends. Appendices provide sources of software reviews, a list of software clearinghouses, sources for additional information, a listing of educational publications about microcomputers, and a glossary of key computer terms. (CMG)

ED 244 014

UD 023 550

Abbott, Linda M. C.

Planned Social Change: The Case of the Fresno Organizing Project.

Pub Date—Feb 84

Note—19p. Paper presented at the annual conference of the National Association of Interdisciplinary Ethnic Studies (12th, February 1984).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Action, *Community Organizations, *Disadvantaged, Minority Groups, Models, Organizational Development, *Social Change

Identifiers—Alinsky (Saul), *Fresno Organizing Project CA

Social change on behalf of the disadvantaged in a neighborhood or community can be achieved through various types of change agents, models, and approaches. One of the most effective models was developed by Saul Alinsky, a well-known American community organizer, and it was this model that provided the theoretical framework for the development of the Fresno Organizing Project (FOP) in 1982. The Project is an alliance of many labor, church, and community groups, formed to help the disadvantaged in Fresno, particularly in the areas of housing and schools. The purpose of the organization is to effect change through specific strategies and goals, to assist community members to take action on their own behalf, and to perpetuate the organization as a viable organizing tool. Technical development and leadership training was provided by the Organize Training Center (OTC) in San Francisco as FOP began to develop. Since then, significant gains have been recorded by the organization in terms of community services, political ac-

tion on behalf of minorities and the peace movement, and funding. A strong membership base has been developed, and leadership training is ongoing. Evaluations of the organizations' activities are conducted both formally and informally, and indicate that FOP's adherence to the Alinsky-type model is quite close. (CJM)

ED 244 015

UD 023 551

Walker, Lynn

Civil Rights, Social Justice, and Black America. A Review of Past and Current Ford Foundation Efforts to Promote Racial Justice for Black Americans in Employment, Education, Housing, Political Participation, and Other Areas. Working Paper.

Ford Foundation, New York, N.Y.

Pub Date—Jan 84

Note—56p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Black Education, Black Employment, *Blacks, Church Role, *Civil Rights, *Minority Groups, Organizations (Groups), Political Power, *Racial Discrimination, Unemployment

Identifiers—Civil Rights Act 1964, Ford Foundation, Voting Rights Act 1965

For more than 15 years, the Ford Foundation has supported a substantial program to expand opportunity for black Americans, and more recently, for America's other racial minorities and for women. This working paper summarizes the Foundation's past efforts and describes new initiatives being taken on behalf of these minorities, particularly blacks. The introduction to the report describes various racial incidents that led to the enactment of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. It then summarizes the Foundation's role in supporting subsequent civil rights activity. The next chapter surveys the situation of blacks in the areas of income, unemployment and underemployment, education, and political participation, with supporting data presented in six tables. The current white retreat from the civil rights movement and the difficulties threatening the civil rights infrastructure are then examined. The third chapter presents the Foundation's plans for grant-making activities in five areas: enhancing black political participation, safeguarding employment opportunities, revitalizing church leadership in social justice activities, strengthening the civil rights infrastructure, and consensus building among disadvantaged groups. The report concludes that what is now necessary is the slow, difficult, long-term task of consolidating the gains of the past and keeping our nation's focus on the important work that remains to be done. (CJM)

ED 244 016

UD 023 552

A Survey of Public Education in the Nation's Urban School Districts. 1983.

National School Boards Association, Washington, D.C.

Pub Date—83

Note—352p.

Available from—National School Boards Association, U&MR Dept., 1055 Thomas Jefferson St., N.W., Suite 600, Washington, DC 20007 (\$20.00 per copy; discounts available on orders of 10 or more).

Pub Type—Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Board of Education Policy, Boards of Education, Disabilities, Educational Administration, Elementary Secondary Education, *Federal Aid, Federal Programs, Lunch Programs, *Resource Allocation, *Retrenchment, *School Districts, Surveys, *Urban Schools, Vocational Education

This report presents the results of a survey of the 69 urban school districts constituting the National School Boards Association (NSBA) Council of Urban Boards of Education. It provides data designed to assist school board members and school superintendents in meeting their leadership responsibilities, and indicates significant trends in urban education. Data presented are organized into two major categories: (1) a profile of urban school districts (including enrollment, programs, and staff in the 69 school districts), school board makeup, school district finances, and characteristics of urban superintendents; and (2) the fiscal impact of Federal budget cuts for 1982-83 on the Education Consolidation and Improvement Act (ECIA) Chapter I, Impact

Aid, the Education for All Handicapped Children Act (P.L. 94-142), vocational education, and school lunch programs. The two instruments used in the survey are included as appendices. (CJM)

ED 244 017

UD 023 553

Participation in the National School Lunch Program. Report to the Chairman, Committee on Agriculture, Nutrition, and Forestry, United States Senate.

General Accounting Office, Washington, D.C.

Report No.—GAO/RCED-84-132

Pub Date—30 Mar 84

Note—34p. A publication of the Resources, Community, and Economic Development Division.

Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (no charge for up to 5 copies).

Pub Type—Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Eligibility, *Federal Programs, Low Income Groups, *Lunch Programs, Poverty, *School Activities, State Aid, *Student Participation

Legislative changes to the National School Lunch Program in 1980 and 1981 tightened eligibility requirements for schools and students and reduced the Federal reimbursement rates for free, reduced-price, and full-price school lunches. The U.S. General Accounting Office analyzed participation and Federal expenditures for the 1979-83 period and found: (1) Student participation declined from 27 million to 23.1 million primarily because fewer students ate full-price lunches. In 1982 for the first time in the history of the program, more free and reduced-price lunches were served than full-price lunches; (2) The drop in participation by schools and students in the program slightly outpaced the drop in the number of schools and student enrollment nationally; and (3) Federal program expenditures were greater in 1983 than at any time except 1981, the peak year. Since 1979, the number of families with children qualifying for free lunches increased as did the percentage of Federal expenditures for free lunches. Federal expenditures for reduced-price and full-price lunches decreased. (Author/CJM)

ED 244 018

UD 023 554

Rx for School Children. An Overview of School Health Programs in New York City and Recommendations for Change.

Citizens' Committee for Children of New York, N.Y.

Pub Date—Oct 83

Note—56p. Printed by the Equitable Life Assurance Society.

Available from—Citizen's Committee for Children of New York, 105 East 22 Street, New York, NY 10010 (paper copy available for cost of mailing).

Pub Type—Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agency Role, *Demonstration Programs, Elementary School Students, Elementary Secondary Education, *Health Needs, *High Risk Persons, Low Income Groups, Poverty Areas, *Primary Health Care, School Districts, *School Health Services, Secondary School Students, State Agencies, *Urban Schools

Identifiers—*New York (New York), New York City Department of Health

The New York City Department of Health (CDOH) traditionally has provided health care to the approximately one million students in New York City's public schools, but budget cuts have reduced its services substantially. Both the New York State Department of Health (SDOH) and New York City Board of Education (BOE) have been critical of CDOH's services and have created demonstration projects providing different levels and methods of school health care. The Health Section of Citizen's Committee for Children of New York, Inc. evaluated the three forms of school health service and prepared this report summarizing its findings. The report presents a brief history of school health services in New York City, describes the patterns of delivery of school health services, analyzes the level of services provided by the three agencies under review, and proposes a new model for school health services based on the two demonstration projects. Recommendations include a core program for all schools plus additional services in "high risk" (low income) districts. Estimates are

given as to funding that would be required to support such a program. Appended to the report are (A) statistical information on existing school health programs; (B-D) descriptions of the CDOH school health program, the BOE demonstration projects, and the SDOH demonstration projects; (E) a matrix used by the SDOH to determine which City districts are "high risk"; and (F) a memorandum on differences between City and State projects in Community School District #4. (CJM)

ED 244 019 UD 235 55

Zenner, Walter P. Hiller, Debra
The Adjustment of Soviet Jewish Immigrants in the Albany (N.Y.) Area. A Research Report.
Pub Date—83

Note—28p.; Some pages have light print.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adjustment (to Environment), Anti-Semitism, *Employment Opportunities, *Immigrants, *Jews, *Relocation, Social Integration
Identifiers—Jewish Family Services, *New York (Albany), *Russian Jews

From 1974 to 1980, Albany, New York, and other communities received an influx of Jewish immigrants from the Soviet Union. Organizations such as Jewish Family Services (JFS) have helped these new Americans to integrate into the new society. This report by the Albany JFS presents the results of a survey of resettlement efforts on behalf of Soviet Jews in Albany, in order to record what was done and to provide suggestions for future directions. Section I summarizes the demographic and social background of Soviet Jewish immigrants in Albany (a total of 114 persons in 1982). Section II reports the reactions of these immigrants to different aspects of resettlement, including their reasons for emigration; their reactions to their reception in Albany and the role played by the JFS; their difficulties in finding jobs, housing, schooling and medical care; and their degree of integration into the local Jewish community. Section III suggests various courses of action for the Russian Jewish community in Albany, such as improved procedures for job placement, acquisition of appropriate housing, educational needs, care of the elderly, and Jewish acculturation. (CJM)

ED 244 020 UD 235 56

Jimenez, Rebecca S.
Studying Urban History through Oral History and Q Methodology: A Comparative Analysis.
Pub Date—Mar 84

Note—15p.; Paper presented at the Annual Meeting of the Southwestern Social Science Association (62nd, Fort Worth, TX, March 1984).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Attitudes, Comparative Analysis, Factor Analysis, *Oral History, *Q Methodology, *Urban Renewal
Identifiers—*Texas (Waco)

Oral history and Q methodology (a social science technique designed to document objectively and numerically the reactions of individuals to selected issues) were used to investigate urban renewal in Waco, Texas. Nineteen persons directly involved in the city's relocation and rehabilitation projects granted interviews. From these oral histories, 70 statements were selected as most representative of the various points of view and were then used in a Q sorting procedure in which 16 of the interviewees took part. At first sight, the interviews seemed to reveal several distinct groups of citizens: employees of urban renewal, civic leaders, positive-thinking relocatees, dissatisfied and harshly critical relocatees, disillusioned community leaders, and one grateful owner of a rehabilitated home. These citizen groupings, however, did not endure under the computer analysis of the Q methodology. The Q sort factors revealed one favorable factor and one extremely favorable factor. Both factors agreed that urban renewal was beneficial to Waco, presenting a more positive picture of urban renewal than evidenced in the oral history interviews. From the results of the Q sort it appears that several of those who in their interviews voiced opposition to urban renewal did not share enough of their opinions to form a third factor. In general, both oral history and Q methodology demonstrated that the majority of citizens interviewed were very pleased with urban renewal in Waco, Texas. (CMG)

ED 244 021 UD 235 57

Doyle, Denis P. Levine, Marsha
Magnet Schools. Education Policy Studies Occasional Papers. EPS 83, No. 4.
American Enterprise Inst. for Public Policy Research, Washington, D.C.
Pub Date—83

Note—44p.; Paper commissioned by the Pfizer Corporation; first appeared in the National Science Foundation Study, "Educating Americans for the Twenty-first Century," Fall 1983.

Pub Type—Opinion Papers (120)—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Educational Change, Educational Policy, *Educational Quality, Elementary Secondary Education, Federal Government, *Government Role, *Magnet Schools, Nontraditional Education, Racial Integration, *School Desegregation, School Effectiveness, *Urban Schools

Magnet schools are district-wide, open-enrollment institutions that are thematically organized around such subject areas as science and mathematics, the performing arts, or career areas such as engineering. They are largely non-selective; that is, students who apply are evaluated primarily on the basis of their interests and motivation rather than their academic record or test scores. The first such school in this country was Boston Latin, founded in 1635; several others founded later are also well-known. Originally designed to serve the needs of a small intellectual elite, magnet schools now have the twin focus of improving educational quality while increasing racial integration. They also provide a setting for teacher-generated reform initiatives. In 1981-82 there were 1,018 elementary and secondary magnet schools in the United States. Continuing research and analysis to increase our knowledge base about long-term effects of magnet schools should be supported by the Federal government. Furthermore, the Federal government should support a large scale magnet school demonstration program of three magnets for each standard metropolitan statistical area, plus several additional magnets per State based on population; this plan would more than double the existing number of magnets and lay the foundation for long-term incremental change. (CJM)

ED 244 022 UD 235 58

Tikunoff, William J. And Others
Equitable Schooling Opportunity in a Multicultural Milieu.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 83
Contract—400-83-0005

Note—79p.; Figure 3 has very small print.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Access to Education, Cultural Pluralism, Educational Quality, Elementary Secondary Education, *Equal Education, Models, *School Effectiveness, *Student Participation, *Teacher Effectiveness

Identifiers—*Activity Structure, *Mediated Instruction

This report describes a model for equitable schooling as it regards quality schooling experiences and equality of access for all. According to the model, equitable schooling opportunity is provided when two major dimensions of schooling are present: (1) equality of effectiveness, defined on the dimensions of school effectiveness and instructional effectiveness; and (2) equality of structure. The latter is defined in terms of how instructional and social goals inform both activity structures (i.e. how instruction is organized at the classroom level and how other schooling experiences are organized at the school level) and task and institutional demands that are inherent in activity structures and to which students must respond. When these two major dimensions are present in the organization and delivery of appropriate schooling experiences, and mediation of instruction (the process of adapting instructional methods to accommodate students' cultural and language differences) is added to them, then students are provided with equal access to schooling. Actual participation in schooling experiences can be evaluated (1) by observing the characteristics of competent student participation, or the manner in which students respond to task and institutional demands; and (2) by observing the achieve-

ment of instructional and social goals through tests of academic achievement, or observation of prosocial behavior. (CMG)

ED 244 023 UD 235 562

Johnson, Willis L., Ed.
Directory of Special Programs for Minority Group Members: Career Information Services, Employment Skills Banks, Financial Aid Sources. Third Edition.

Report No.—ISBN-0-912048-11-1

Pub Date—80

Note—622p.

Available from—Garrett Park Press, Garrett Park, MD 20896 (\$19.00 prepaid).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Guidance, College Programs, *Educational Opportunities, *Employment Opportunities, *Employment Services, Federal Programs, Higher Education, Job Skills, Job Training, *Minority Groups, *Student Financial Aid

This directory lists and describes programs for minority group members in the areas of career information, employment skills development, and financial aid for higher education. It is divided into three sections. Section 1 covers general employment and educational assistance programs, including national, regional, and area scholarship programs, career orientation activities, employment services, and other sources of assistance. Entries in this section are numbered consecutively and are in alphabetical order. Section 2 lists economic assistance, job retraining, and student financial aid programs operated with Federal funds. Entries here are grouped under the name of the Federal agency or office involved. Section 3 includes special remedial, financial aid, and other activities developed by individual colleges and universities to support minority group members. These entries are organized by State. Two indices are provided for the directory—one alphabetical and the other by program—as a glossary and a list of sources for additional information. (GC)

ED 244 024 UD 235 563

Doss, Martha Merrill, Ed.
The Directory of Special Opportunities for Women: A National Guide of Educational Opportunities, Career Information, Networks, and Peer Counseling Assistance for Entry or Reentry into the Work Force.

Pub Date—81

Note—294p.

Available from—Garrett Park Press, Garrett Park, MD 20896 (\$18.00 prepaid).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Counseling, *Career Guidance, *Continuing Education, *Employed Women, *Employment Opportunities, Employment Programs, Females, Higher Education, Job Skills, Reentry Workers

Identifiers—Womens Centers

This directory is designed to be a source for research and help to women preparing for careers or for entry or reentry into the work force. Section One is an alphabetical listing of national organizations, associations, programs, and government agencies. Section Two is divided by State; resources cited here are listed numerically by zip code so that those which are geographically near to each other appear together in the directory. Included in this section are women's centers; women's studies programs; women's resource agencies; city, county, or State commissions on the status of women; local YWCA programs; private companies; individual counselors; and government agencies. Section Three is a listing of women's colleges and universities in the United States; these appear alphabetically, by State. Section Four includes resources such as books, brochures/pamphlets, newsletters/news bulletins, magazines/journals, newspapers, publishing companies, foundations/grants, and networking resources for women in the areas of career and education. (Author/GC)

ED 244 025 UD 235 567

Shade, Barbara J.
Afro-American Patterns of Cognition: A Review of Research.

Pub Date—Apr 84

Note—29p.; Paper presented at the annual meeting

of the American Educational Research Association (New Orleans, April 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Blacks, Cognitive Processes, *Cognitive Style, *Cultural Differences, Information Processing, *Learning Modalities, *Perception, Racial Differences, *Spatial Ability

Identifiers—*Cue Selection

Specific and unique information processing patterns have been developed by Black Americans as a result of coping with and adapting to a color-conscious society. A review of the literature shows that the major variation in the processing of information which seems to be uniquely Black American occurs in their patterns of perception. Specifically, the differences are in primary modality preference, cue selection, and pictorial perception. The preferred modality in the majority culture is the visual one; among Black Americans the emphasis is on the kinetic and tactile senses. In selecting cues, the majority culture looks to ideas and objects, while Black Americans look at people and events. This attention to social nuances probably is best represented in the behavioral dimension of extraversion. When it comes to organizing and analyzing information, Black Americans respond well to verbal material but, unlike the majority, do poorly in responding to pictorial representation. Although this is often seen as a deficit, it might be more appropriate to say that Black Americans have been taught to perceive, that is, visually transform, the world differently. For Black Americans, then, knowledge is gained most effectively through kinetic and tactile senses, through keen observation of the human scene, and through verbal descriptions. (CMG)

ED 244 026

UD 023 568

Hendrikson, Leslie

Racism in the Schools. Desegregation—From

Brown to Bakke.

Pub Date—Sep 83

Note—16p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affirmative Action, Court Litigation, *Equal Education, Higher Education, Minority Groups, *Quotas, Racial Discrimination, *Reverse Discrimination, School Desegregation

Identifiers—*Bakke v Regents of University of California

Following the desegregationists' victory in "Brown v. Board of Education" in 1954, there came a succession of gains for desegregation, until a new phenomenon developed in "Bakke v. Regents of University of California" in 1973. Since Bakke's grades and test scores were higher than those of some minority applicants admitted to the University's medical school under a quota system, he believed that he was better qualified to become a physician and claimed that he had been a victim of "reverse discrimination." Bakke won his case, and in its opinion the Court outlawed quotas and declared affirmative action programs to be permissible only on a voluntary basis. Reverse discrimination, however, is a necessary form of compensatory justice for minorities, for the following reasons: (1) one must assume responsibility for the problems of one's society, regardless of which generation caused them; (2) affirmative action programs do not stifle initiative and enterprise as some opponents claim—the very act of applying for educational or employment opportunities in this competitive society is evidence of both; (3) doing nothing ensures continued segregation; (4) desegregation cannot be implemented without taking race into account; (5) no correlation has been demonstrated between test scores and performance in the professions; and (6) minority students consistently score lower on standardized tests. Unless affirmative action is mandated, theoretical equality will never become real equality. (CMG)

ED 244 027

UD 023 569

School Desegregation Requirements under the School Code of Illinois.

Illinois State Board of Education, Springfield.

Pub Date—Apr 84

Note—27p.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Board of Education Role, Elementary Secondary Education, Models, *Program Im-

plementation, Racial Discrimination, *School Desegregation, *School Districts, *State Boards of Education, Technical Assistance

Identifiers—*Illinois

This booklet was designed as a guide for administrators involved in the school desegregation process in Illinois. The following information is provided: a list of requirements for the elimination and prevention of school segregation and racial discrimination under Illinois' School Code; a model for local districts to use in implementing desegregation; a framework for the investigative and hearing process to be conducted by the State Board of Education, either upon receipt of a complaint alleging discrimination or when the Board has reason to believe such discrimination may exist; and a list of services provided by the State to help local schools with desegregation activities. Appended is a statement (issued in November 1982) by Edward Copeland, then-Chairman of the State Board of Education, regarding desegregation progress and the role of the State Board. (CMG)

ED 244 028

UD 023 570

Reuhl, Janice A. Cook, Royer F.

Evaluation of the Urban Crime Prevention Program. Executive Summary.

Institute for Social Analysis, Reston, VA.

Spons Agency—Department of Justice, Washington, D.C. National Inst. of Justice.

Pub Date—Feb 84

Contract—J-LEAA-022-81

Note—33p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, *Citizen Participation, *Community Involvement, *Crime Prevention, *Neighborhoods, *Program Effectiveness, Program Evaluation, Urban Areas, *Urban Programs

Identifiers—Arkansas (Little Rock), Illinois (Chicago), Massachusetts (Boston), New Jersey (Newark), New York (New York), Ohio (Cincinnati), Ohio (Cleveland), Texas (Houston), *Urban Crime Prevention Program, Washington (Seattle)

The Urban Crime Prevention Program (UCPP) was designed to combat urban crime through the establishment of 85 innovative neighborhood-based crime prevention projects across nine cities for 18 months. UCPP's main goals were to increase citizen participation in innovative neighborhood crime prevention efforts, to bolster the capabilities of neighborhood groups, and to forge working partnerships between these groups and related agencies and institutions. A two-year evaluation, summarized here, concluded that the most effective crime prevention approaches, as measured by UCPP goals, involved property crime and arson prevention projects, primarily because they were based on the organization of citizens through neighborhood groups. Many UCPP projects had difficulty with more complex approaches, particularly if the project was located in a deteriorated neighborhood. In an overall sense, however, it was concluded that the general neighborhood orientation of UCPP, combined with the establishment of working partnerships with other agencies, offers promise for combating urban crime. It is recommended that (1) community crime prevention programs emphasize the organization of citizens as the basic strategy; (2) strong working partnerships be established between neighborhood efforts and relevant criminal justice agencies; (3) involved neighborhood groups receive substantial training and technical assistance; and (4) neighborhood based crime prevention strategies receive the continued support and attention of officials concerned with urban crime. (Author/CMG)

ED 244 029

UD 023 571

Fredman, Ruth Gruber

Too-Comfortable Strangers: Cultural Association among the Sephardim of Washington, D.C.

Pub Date—6 Dec 82

Note—12p.; Paper presented at the American Anthropological Association meeting (Washington, D.C., December 6, 1982); Some sections of this paper have light print.

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Community, *Community Characteristics, Cultural Differences, Ethnicity, Generation Gap, *Group Unity, Individual Characteristics, *Jews, *Religious Cultural Groups

Identifiers—*District of Columbia, *Sephardic Jews

The power of the symbol "Sephardic" to foster community association is extremely problematic in the Washington, D.C., context. Washington's Sephardic population is heterogeneous with respect to generation, self-definition, and culture. Complicating the situation is the nature of Washington itself, which in turn is inextricably linked to the selected Sephardic population that is drawn to the region. Washington attracts people who are willing to uproot themselves from established communities to pursue economic gain, and whose primary loyalty, therefore, is to the institution and to professional networks, not to the locale. Washington is a city of transients, is highly cosmopolitan, and has residence patterns based on class rather than ethnicity. Thus, ethnic identity is elective rather than necessary. Furthermore, cosmopolitan Sephardim can easily find compatible associates through the city's numerous cultural, social, and occupational societies. If one is willing to accept community as an abstract concept indicating a pride in a glorious, mostly unknown history and culture, and a tradition of warmth and hospitality, then there is a Sephardic community in Washington. Going beyond this, however, in a city like Washington, where each step to create community is a rational purposeful act, antithetical to the end that is desired, most Sephardim abandon the effort. For them, Sephardic warmth must rest in their cherished and idealized past and they must continue their accommodation to American life on the intimate as well as the public level. (CMG)

ED 244 030

UD 023 572

Johnson, Wanda B. Pearson, Curtis W. D.

Fifteen Years Ago...Rural Alabama Revisited.

Clearinghouse Publication Number 82.

Commission on Civil Rights, Washington, D.C.

Pub Date—Dec 83

Note—151p.; Includes several maps, which may not reproduce well.

Pub Type—Numerical/Quantitative Data (110) — Reports - General (140)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Black Employment, *Blacks, Economic Development, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Health Conditions, *Health Services, *Political Power, *Poverty, Racial Differences, Racial Discrimination, Racial Segregation, Rural Areas, Whites

Identifiers—*Alabama

Re-examination of a 16-county area of southern Alabama last studied in 1968 found it still economically depressed, especially for blacks. Black unemployment remains two to three times higher and black poverty rates up to five times higher than those of whites. Blacks are generally employed in the lowest paying jobs. Both black median family income and the percentage of blacks over 25 who graduated from high school are half that of whites. Industries new in Alabama since 1968 have mostly bypassed the area, particularly the majority-black counties where blacks have political control. Black infant mortality rates have decreased but they are still much higher than white rates. In six counties examined in depth, black education, employment, and health conditions and services have improved but there has been little change in conditions for blacks relative to whites. Although blacks have been elected to a wide variety of political offices in five of the six counties, they are offices with little power. Furthermore, whites maintain economic control. Whites in the black-majority counties also have withdrawn from the public schools and other black-controlled institutions and have established segregated institutions. A state of "neosegregation" exists in which blacks and whites accept the separation of the races as a way of life. (CMG)

ED 244 031

UD 023 573

Insights into Major Urban Development Action

Grant Issues. Report to the Congress.

Comptroller General of the U.S., Washington, D.C.

Report No.—GAO/RCED-84-55

Pub Date—5 Mar 84

Note—103p.; Pages 53-67 have small print.

Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (No charge for first five copies; \$3.25 for each additional copy).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Case Studies, Economic Development, Employment Projections, *Federal Programs, *Information Systems, *Loan Repayment, Neighborhood Improvement, *Program Effectiveness, Program Evaluation, *Public Policy, Taxes, *Urban Improvement.

Identifiers—Department of Housing and Urban Development, Investment Projections, Small Cities, *Urban Development Action Grant Program.

Using a case study approach, the General Accounting Office (GAO) reviewed the results of 12 projects funded under the Urban Development Action Grant (UDAG) Program, which provided \$3 billion in grants to distressed communities for economic revitalization and neighborhood reclamation projects. GAO found that the projects exceeded investment expectations, came close to meeting employment expectations, but fell considerably short of realizing projected increases in local tax revenues. The Department of Housing and Urban Development's (HUD's) information system, however, did not provide complete information on the results. GAO also found that many of the most economically distressed small cities did not participate in the program because they (1) were unfamiliar with the program, (2) had insufficient city government capacity to plan a UDAG project, and (3) had difficulties in obtaining adequate private sector involvement. In addition, many cities that have received UDAG funds have loaned them to private developers; some of these loans are repaid before a UDAG project is completed. At present, there is no clear policy on whether cities can use these early repayments for additional community and economic development activities. GAO has offered recommendations that would improve the accuracy of HUD's information on completed projects, help small cities to participate in the program, and establish a policy on whether cities should be able to use early UDAG repayments. (Author/CMG)

ED 244 032 **UD 023 575**

Harris, J. John, III. Carier, David G., Sr.
Field-Based Research on School Integration and Quality Education in the Midwest. Draft.
Pub Date—Apr 84

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Change Strategies, *Court Role, Decision Making, *Desegregation Effects, Desegregation Litigation, Discipline Policy, Educational Policy, *Educational Quality, Elementary Secondary Education, Minority Groups, Models, Racial Integration, *School Desegregation, Student Attitudes, Student Needs

School integration and quality education are examined in this paper in the context of public school desegregation. Specifically, the paper provides an overview of the role the courts have played historically in advancing toward quality integrated education. Following the overview, the impact of court rulings relative to the conduct of field-based research and educational policy decision-making in the midwestern United States is analyzed in reports on two field-based research projects. One of the studies assessed students' perceptions of intergroup relations and principles involved in social change incident to court-mandated school desegregation in Indianapolis, Indiana. The other study attempted to identify explanations of disproportionality among black and male student "disrupters" and promising school practices and conditions which help to mediate the problem. As both studies, and others reported in the literature, make it clear that there is still much to be learned about desegregation and intervention strategies before desegregation can be translated into quality integrated education, a field-based research model is offered which is designed to help in this task by narrowing the gap between theory and practice. And finally, strategies are suggested for effecting changes which would foster quality integrated schools. (CMG)

ED 244 033 **UD 023 576**

Urban Studies: A Social Studies Option for High Schools. Curriculum No. 00-406040.
New York City Board of Education, Brooklyn, N.Y.
Div. of Curriculum and Instruction.

Report No.—ISBN-0-88315-466-8

Pub Date—82

Note—171p.

Available from—Public Sales Office, New York

City Board of Education, Room 136, 110 Livingston Street, Brooklyn, New York 11201 (\$5.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Civics, Curriculum Guides, Secondary Education, Social Studies, *Student Participation, Units of Study, *Urban Environment, *Urban Studies

Identifiers—*New York (New York)

This guide presents seven units of study for secondary level social studies classes learning about New York City. The curriculum is designed to encourage students' active participation in, rather than passive observation of, their urban environment. Therefore, the various activities presented require students to investigate their own community's physical environment, the people who live there, its social and cultural characteristics, and its economic and political structure. The units include (I) Defining a City; (II) The Physical Environment; (III) The People; (IV) The Economy; (V) The Public Policy-Making Machinery; (VI) Cultural Activities; and (VII) Urban Involvement. Within each unit, activities are described and their relation to the development of particular skills and the fulfillment of educational objectives is explained. Content descriptions and lists of resources for teachers are also provided. The guide is designed to be used with secondary students of all levels. Teachers can select activities and assignments according to their students' abilities and interests. (GC)

ED 244 034 **UD 023 577**

High School PREP: Thematic Planning, Fall '83.
Preparation for Raising Educational Performance. [HS PREP Experimental Program].

New York City Board of Education, Brooklyn, N.Y.
Div. of Curriculum and Instruction.

Pub Date—83

Note—211p.; For a related document, see UD 023 597.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Athletics, *Basic Skills, *Business, *Communication Skills, Food, Grade 9, Health, High Schools, Lesson Plans, Remedial Mathematics, *Remedial Programs, Remedial Reading, Science Education, Social Studies, Theater Arts, *Thematic Approach

Identifiers—New York City Board of Education, *Preparation for Raising Educational Performance NY

This is a handbook designed for carrying out the goals and objectives of Preparation for Raising Educational Performance (PREP), a thematic, remedial program for ninth graders in New York City public schools. The lessons presented in the handbook model an approach to learning which follows the patterns of actual language development: listening, speaking, reading and, finally, writing. The information to be learned is organized in such a way as to explore students' prior knowledge and experience as a foundation for the new concepts to be learned. Section 1 of the handbook outlines the program's objectives, which include thematic organization and minimum learning essentials: cross-curriculum skills; vocabulary development; reading comprehension; writing; and the development of study skills in English/literature, mathematics, science, and social studies. The use of newspapers, assessment and selection of texts, semantic mapping as an assessment tool, and homework are also discussed here. Section 2 provides a base for brainstorming in different content areas, in order to facilitate PREP's thematic approach. Following the brainstorming samples are charts for each of the major content areas showing examples of how one theme (foods) may be related to "Minimum Learning Essentials" in each area. Section 3 provides sample lessons related to the themes of sports/health, business, food, and theatre arts/media. Section 4 illustrates the development of a thematic module using sports. Finally, section 5 explains supportive approaches to the development of reading and writing skills while teaching the content areas of social studies, science, and mathematics. (GC)

ED 244 035 **UD 023 578**

Citizenship in New York City. Experimental.
New York City Board of Education, Brooklyn, N.Y.
Div. of Curriculum and Instruction.

Pub Date—82

Note—297p.

Available from—Curriculum Production Unit, Rm 617, 131 Livingston Street, Brooklyn, NY 11201 (\$7.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Activity Units, *Citizen Participation, *Citizenship Education, Citizenship Responsibility, Class Activities, Elementary Secondary Education, *Urban Areas, Urban Education, *Urban Environment

Identifiers—*New York (New York)

This bulletin was designed to revitalize the teaching of civic responsibility and the moral and ethical principles that lead to good citizenship. It is a compendium of activity sheets that teachers either may duplicate and give to students, or use as guides for class activities. The bulletin is organized under six themes: (1) Understanding Yourself and Your Values; (2) The Citizen and the Law; (3) The Good Citizen; (4) The Citizen in the Neighborhood Community; (5) The Citizen and Municipal Services; and (6) The Citizen and Public Health and Safety. Each of the six parts of the guide has an overview and a listing of student activity sheets by number and title. On the back of each activity sheet are notes to the teacher, giving suggestions for structuring the exercises, alternative approaches, additional questions, development of the concepts, and ideas for motivation and activities that go beyond the classroom. Each activity is labeled elementary, secondary, or both, and notes indicate how each exercise may be adopted for use by students at different levels. Special suggestions also are given for adapting the activities for children in K-2 classrooms. A topical index allows teachers to select activities in which particular problems in the area of citizenship are addressed. (GC)

ED 244 036 **UD 023 579**

Hispanic Access to Higher Education. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, First Session (San Juan, Puerto Rico, May 27, 30; Ponce, Puerto Rico, May 31; Houston, Texas, December 2; Chicago, Illinois, December 12, 1983).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—83

Note—635p.; Sections of this report have very small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF03/PC26 Plus Postage.

Descriptors—*Access to Education, Disadvantaged, Enrollment, Federal Aid, Federal Programs, *Higher Education, *Hispanic Americans, Professional Development, *Puerto Ricans, School Holding Power, Student Financial Aid
Identifiers—Congress 98th, *Puerto Rico, *United States

The broad topic of these hearings was Hispanic access to higher education. In the first hearings, held in Puerto Rico, and specifically about Puerto Rico, testimony was given by representatives of public and private academic institutions and student service programs on the following: high school graduation problems; enrollment in higher education and retention of students in degree and certificate programs; major barriers to higher education for Puerto Ricans and programs to overcome those barriers; how federal help (in the form of student financial assistance, institutional development grants, and special services for disadvantaged students) impacts on the students who are able to go to college, university, and technical schools, and how these programs influence the successful completion of school for students in Puerto Rico; and the weaknesses in existing programs and unmet needs in Puerto Rico. Hearings on the mainland heard testimony on barriers to Hispanic access to higher education; factors affecting the retention and graduation of Hispanic students in higher education; the professional development and advancement of Hispanics, particularly in the field of higher education; and institutional assistance to colleges and universities serving low-income Hispanic students. (CMG)

ED 244 037 **UD 023 581**

Pugh, Richard C. And Others
Factors Related to Student Perceptions of School during Mandated Desegregation.

Pub Date—Apr 84

Note—12p.; Paper presented at the annual meeting of the American Educational Research Association (New Orleans, Louisiana, April 23-24, 1984).

Pub Type—Reports - Research (143) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, Desegregation Effects, Elementary Secondary Education, *Parent Attitudes, Peer Relationship, Predictor Variables, Racial Relations, School Attitudes, *School Desegregation, *Student Attitudes, Student Teacher Relationship

For this study, four criterion variables were defined to assess student perceptions of school during a period of judicial mandated school desegregation. These four variables were student perceptions of (1) school environment, (2) interaction between black students and white students, (3) interaction between teachers and students, and (4) interaction between students and students. These perceptions were measured through the use of the Student Needs Assessment Survey, 1982-83. The survey instrument was administered to a random sample of students in grades two through eleven in six metropolitan township school districts in Marion County, Indiana. The purpose of this study was to determine if two selected factors were associated with student perceptions of these four school-related criterion variables. "Grade in school" and "parental concern for school" were the selected factors (predictor variables). The significance of the relationships between the two factors and the four criterion variables were tested separately for black and white students by using simple, first-order partial, and multiple correlation coefficients. All correlation coefficients were evaluated by using a replication design. It was found that all four student perceptions of school were related to parental concern, while two were related to grade level. (Author/GC)

ED 244 038

UD 023 583

Report on Developing Effective Coalitions in Urban School Districts.

National School Boards Association, Washington, D.C.

Pub Date—83

Note—114p.

Available from—National School Boards Association, Urban and Minority Relations Department, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007 (\$10.00 each; 10% discount on 10-49 copies; 15% discount on 50-99 copies; 20% discount on 100 copies or more).

Pub Type—Reports - General (140)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Case Studies, *Cooperative Programs, Elementary Secondary Education, *Interdistrict Policies, Nonprofit Organizations, *School Business Relationship, *School Community Relationship, *School Districts, *Urban Schools

In this report, seven programs in selected urban school districts which have been successful in building effective coalitions are identified and described. The programs discussed include: (1) the Business Operations Assistance Program (BOAP) and (2) the Memphis Rotary/Memphis Public Schools Program, both in Memphis, Tennessee; (3) the Greater Tucson Area Foundation, in Arizona; (4) Private Initiatives in Public Education (PIPE), in Seattle, Washington; (5) the Marcus A. Foster Educational Foundation Institute, in Oakland, California; (6) the Coalition of Eleven School Districts, in New York State; and (7) the Large District Forum of Kansas Association of School Boards. These programs cover activities which were designed to function within the school district and those designed to encourage cooperative linkages between the school district and other community agencies. A brief overview of each of the programs is given in the first section of the document, with more detailed materials about particular aspects of each program appearing in extensive appendices. Following the program overview, the document presents the results of a survey of urban school districts conducted to ascertain common trends or practices that might have facilitated and enhanced the establishment or maintenance of viable coalitions. The survey instrument appears in an appendix. (CMG)

ED 244 039

UD 023 584

Urban School Finance: Problems and Prospects for the 1980's. Report.

National School Boards Association, Washington, D.C.

Pub Date—80

Note—33p.

Available from—National School Boards Association, Urban and Minority Relations Department, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007 (\$7.00).

ton, DC 20007 (\$7.00).

Pub Type—Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Court Litigation, *Educational Equity (Finance), *Educational Finance, Elementary Secondary Education, Federal Aid, Federal Government, *Government Role, State Aid, State Government, *Urban Schools

This document discusses major issues in urban school finance. It has been developed around four major sections. First, it reviews the role of the states in urban school finance, using published materials and documents from the Education Commission of the States. Second, it discusses recent developments in urban school finance litigation dealing with inequalities in revenue distribution and provides an up-to-date synopsis of the role of the courts in that regard. Third, it discusses the federal role in urban school finance and explores and outlines some of the major questions under consideration by the HEW School Finance Project—a study mandated by the Education Amendments of 1978. Finally, it uses financial data gleaned from the "NSBA Survey of Public Education in the Nation's Urban School Districts, 1979" to analyze and address current fiscal realities such as the fiscal status of urban boards, expenditures, and federal assistance. (Author/CMG)

ED 244 040

UD 023 585

Oxford-Carpenter, Rebecca And Others

Demographic Projections to the Year 2000 of Limited English Proficient Hispanic Accessions in the U.S. Army. Research Report 1349.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Pub Date—Oct 83

Grant—DAAG-29-81-D-0100

Note—70p.; Submitted by the Instructional Technology Systems Technical Area. Army Project Number 2Q162722A791.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Age, Armed Forces, *Ethnic Groups, *Hispanic Americans, Individual Characteristics, *Limited English Speaking, *Military Personnel, *Sex Differences

Identifiers—*Army, *Demographic Projections

This report presents background, methodology, findings, and implications regarding the generation of demographic projections to the year 2000 of limited English proficient Hispanic accessions in the U.S. Army. Projections are made for males and females, various Hispanic ethnic groups, and age bands within the accession age range of 17-35. Results show that Army accessions in all Hispanic ethnic groups are projected to increase substantially in number from now to the year 2000. Puerto Rican accession rates are more than twice as high as rates for other Hispanic ethnic groups. Current and projected accessions are much lower for Hispanic females than for Hispanic males. Males have much higher rates and levels of limited English proficiency (LEP) than females. Puerto Rican LEP rates exceed (in some categories by twice the number) the LEP rates of other Hispanic ethnic groups. The general pattern is one of increase in limited English proficiency in the Army to the year 2000. Results point to the need for continued, high quality English instruction, suitable selection and classification procedures, awareness of cultural differences, and improved data collection methods. (Author/CMG)

ED 244 041

UD 023 586

Abadzi, Helen Dunkins, Dennis

A Model for a Magnet Program Which Promotes Both High Achievement and Voluntary Integration.

Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.

Pub Date—Apr 84

Note—32p.; Paper presented at the annual meeting of the American Educational Research Association (New Orleans, Louisiana, April 1984).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Black Students, Career Education, Desegregation Methods, Elementary Secondary Education, *Magnet Schools, *Program Effectiveness, *School Desegregation, *Voluntary Desegregation, White Students

Identifiers—*Fort Worth Independent School District TX

In order to provide high quality specialized instruction and to achieve voluntary integration, a magnet program was developed in the Fort Worth (Texas) Independent School District. The program is in its third year of implementation and currently is underway in two high schools, two middle schools, and an elementary school. Program features included use of uniform entry criteria for all races, preparation of students prior to entering a minority neighborhood school, business community involvement through adoption, utilization of results from other districts' definition of performance standards, and consistency in abiding by them. Both number and quality of magnet program students have increased each year. In the 1982-83 school year, students scored 2-3.9 years above district norms, and showed 1.5-2.5 months gain per month of instruction. Black students, whose numbers rise each year, scored lower and showed slightly smaller gains than White students, but scored 3-4.6 years above district Black norms. Overall, ethnic enrollments in the magnet program include 6 percent Asian, 50 percent Black, 9 percent Hispanic, and 35 percent White. Program evaluation findings point toward the effectiveness of the magnet program, both as an environment of enhanced academic achievement and as a means of ethnic integration for the schools involved. (Author/GC)

ED 244 042

UD 023 587

Heid, Camilla A.

A Study of Student Perceptions and Needs during Year Two of Court Ordered Busing.

Pub Date—84

Note—13p.; Paper presented at the annual meeting of the American Educational Research Association (New Orleans, Louisiana, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Busing, *Educational Environment, Parent Attitudes, Peer Relationship, *School Desegregation, *Student Attitudes, Student Teacher Relationship, *Suburban Schools

Identifiers—*Indiana (Marion County)

In order to assess student perceptions and needs regarding school climate in the newly desegregated Marion County, Indiana, schools in 1983, a questionnaire was administered to a random sample of students. The sample included 10 percent of the white students (residents of the suburban areas in which the schools were located) and 30 percent of the black students (non-residents, who were bused to the suburban schools) attending the desegregated schools. The questionnaire, which had 104 items and a binary (yes-no) response format, addressed the following concerns: student interaction; school environment; teacher/student interaction; school discipline; parental concern for school; and distance/transportation. Response data from 1983 were compared to similar data from the previous school year. Therefore, the chi-square test of significance using planned multiple comparisons, factor analysis, and regression analysis were the statistical procedures employed. Twenty-four separate findings and conclusions resulted. In general, it was found that black and white students interacted well and made friends with each other, although same-race interaction was more frequent. Both groups perceived that their parents and teachers were concerned with their growth; black students, however, felt relatively less "wanted" in their schools. There was less understanding in 1983 than in 1982 regarding why students were transferred for desegregation. Black and white students had similar perceptions regarding self concept, the importance of school, and absence of punishment if their buses were late. Racial differences were noted in responses regarding perceived adequacy of numbers of black teachers, equal treatment by teachers, whether black or white students fought more, parental approval of busing for desegregation, and music played at school. (GC)

ED 244 043

UD 023 588

Turner, Benjamin F.

Magnet Schools: A Planning Guide for Elementary Schools.

Kent State Univ., Ohio. Center for Educational Development and Strategic Services.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Jun 84

Note—22p.; Produced at the KEDS Desegregation Assistance Center.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, Definitions, Elementary Education, Enrollment, Evaluation Methods, *Magnet Schools, Parent Participation, *Program Development, *Program Implementation, School Effectiveness, Teacher Selection

This planning guide begins with a working definition of "magnet school" and then gives short descriptions of six sample types of elementary level magnet programs: a fundamental or academic prep school, a Montessori school, a music academy, an earth science school or environmental center, a bilingual-multicultural magnet, and a fine arts academy. This is followed by materials, organized under the headings "objectives," "activities," and "evidence of effort," on developing a plan to organize and implement magnet schools so as to fulfill Board of Education goals, select staff, enroll students, develop an effective school, set achievement standards, and involve parents. A final section offers advice about designing an evaluation of a magnet program. A bibliography lists helpful sources of information about magnet schools. (CMG)

ED 244 044

UD 023 594

Pon, Ernest M.

The Hmong and Mien: Beyond ESOL Training Programs.

Pub Date—2 Mar 84

Note—10p.; Paper presented at the annual Conference on Ethnic and Minority Studies, "Ethnicity: 1984 and Beyond," sponsored by the National Association for Interdisciplinary Ethnic Studies, Inc. (Kansas City, Missouri, March 2, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acculturation, Agency Role, Cultural Awareness, Cultural Differences, *Daily Living Skills, Educational Needs, *English (Second Language), *Indochinese, *Refugees

Identifiers—*Hmong People, *Mien People

There is a need to go beyond English as a Second Language training for the Hmong and Mien living in the United States. Although the two groups are generally lumped together with other Southeast Asian refugee groups, they exhibit cultural and political differences which must be recognized by agencies serving them. The Hmong and Mien refugees lived in the mountains of Laos and are unfamiliar with 20th century technology. Their skills are as farmers, blacksmiths, or soldiers. They do not understand Western medical practices or the basis of a cash economy. Modern conveniences such as stoves, ovens, and refrigerators were unknown to them before they arrived here. If they are to adjust to the American life style, they need help not only with the language but also with basic skills such as home management, consumer dealings, health care practices, and vocational training. California's Competency Based Adult Education Program, which includes life skills training in its English curriculum, is a step in the right direction. So are culturally sensitive organizations such as the Lao Family Community and the Fixed Income Consumer Council in the Sacramento area, both of which assist this country's newest residents in adjusting to the American way of life. (CMG)

ED 244 045

UD 023 597

Unprepared for P.R.E.P. A Study of the Implementation of the Program to Raise Educational Performance in New York City's High Schools, Fall 1983.

Educational Priorities Panel, New York, N.Y.

Pub Date—Mar 84

Note—62p.; For a related document, see UD 023 577.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Eligibility, Evaluation Methods, *Grade 9, High Schools, Inservice Teacher Education, Program Development, *Program Effectiveness, *Program Implementation, Remedial Mathematics, *Remedial Programs, Remedial Reading, Resource Allocation, *Thematic Approach

Identifiers—New York City Board of Education,

*Program to Raise Educational Performance NY

This document tracks the 1983 implementation in 11 New York City schools of the Program to Raise Educational Performance (PREP), designed for ninth graders who do not meet high school entrance requirements. Under the program, students may enter high school, take credit courses, and also receive special support and theme-related remedial reading

and math instruction. It was found that (1) poor communication among the Division of High Schools, the high schools, and the feeder schools regarding the program's goals, structure, pupil eligibility, and funding led to confusion on all counts; (2) problems with the new computerized high schools admissions process compounded the confusion; (3) funding was inadequate; (4) the program was not serving thousands of eligible students; (5) some schools lacked both the funding and the expertise to develop the required theme-centered hands-on experience; some vocational schools had trouble with assigned students who were not interested in their specialized curricula; (6) 5 of the 11 schools did not provide the required two-to-four periods of remedial education; (7) schools were not given adequate guidance or technical assistance to develop PREP programs and in some cases did not take the responsibility or initiative themselves; teachers were given no training in remedial or literacy instruction. In light of the evaluation findings, a number of recommendations for improving PREP are offered. (CMG)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List*, are in word-by-word alphabetical order.

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Descriptor _____	Microcomputers	
Title _____	Public Education and Electronic Technologies.	
	ED 226 725	Accession Number
Identifier _____	National Assessment of Educational Progress	
Title _____	Reading, Science, and Mathematics Trends. A Closer Look.	
	ED 227 159	Accession Number

A Better Chance Inc

Fighting Myths, Facing Problems, and Framing a New Reality.

ED 243 983

Abstract Reasoning

Are Higher Level Questions Really Better? Working Paper #3.

ED 243 931

Danger: Work on Higher Levels.

ED 243 944

Depression and Abstract Problem Solving Ability.

ED 243 061

The Relative Effectiveness of Pictures versus Words in Conveying Abstract and Concrete Prose.

ED 243 422

Abstracts

Resources in Education (RIE). Volume 19, Number 9.

ED 242 861

Academic Ability

Student Ability, Student Background, and Student Achievement: Another Look at Life in Effective Schools.

ED 243 985

Academic Achievement

Adolescents Who Work: Effects on Work Values, Achievement, and Basic Living Skills.

ED 242 938

An Analysis of Changes Across Time for Schools Participating in Educational Quality Assessment during 1978-81 and 1979-81.

ED 243 946

A Causal Model of the Effects of Maternal Employment on Adolescent Achievement.

ED 243 933

Computer-Managed Instruction: Individual Differences in Student Performance.

ED 243 446

Distance Education at Swedish Universities. An Evaluation of the Experimental Programme and a Follow-up Study. Uppsala Studies in Education 16.

ED 243 458

An Evaluation of Minority and Female Performance in Army Rotary Wing Aviation Training. Volume II: Evaluation Report. Research Report 1319.

ED 242 923

Fighting Myths, Facing Problems, and Framing a New Reality.

ED 243 983

Inner-City Schools Can Make a Difference.

An Investigation of the Variation in Student Scores for Effective and Ineffective Schools.

ED 243 981

Item Analysis and Report of Student Skills of Secondary School Students. Technical Report #2, Public School Basic Skills Achievement Survey.

ED 243 963

Keynote Address of Senator Richard G. Lugar National Forum on Excellence in Education (Indianapolis, Indiana, December 8, 1983).

ED 243 964

Lowering Expectations: The Impact of Student Employment on Classroom Knowledge. Program Report 84-1.

ED 243 574

The Minority Student in Public Schools: Fostering Academic Excellence. Office for Minority Education Monograph Number Three. Proceedings of an Invitational Conference, "What Can Public Schools Do to Foster Academic Excellence for Poor and Minority Students?" (May 1980).

ED 242 941

Modeled Importance of Learning Strategies and Children's Achievement Behaviors.

ED 243 978

A Model for a Magnet Program Which Promotes Both High Achievement and Voluntary Integration.

ED 243 966

Monitoring the Performance of Groups of Formal and Concrete Cognitive Tendency Students Using an Intensive Time-Series Design.

ED 244 041

Motivating Students for Excellence. The Best of ERIC on Educational Management, Number 73.

ED 243 671

Non-Traditional Learning Study: Research Note.

ED 243 170

Predicting Student Success from Non-Cognitive Variables.

ED 243 556

Relationships among Dimensions of Self-Attribution, Dimensions of Self-Concept and Academic Achievements.

ED 243 970

Resource Factors in Education and Quality Measures.

ED 243 914

Schools Can and Do Make a Difference: Findings from the ETS Longitudinal Study of Young Children and Their First School Experiences.

ED 243 233

Science Anxiety: An Investigation of Science Achievement, Sex and Grade Level Factors.

ED 243 984

Science Anxiety: An Investigation of Science Achievement, Sex and Grade Level Factors.

ED 243 672

Science at Age 13. Assessment of Performance Unit. Science Report for Teachers: 3.

ED 243 712//

Sense of Competence in Science as a Factor in the Career Decisions of Men and Women.

ED 243 716

Should Late Enrolling New Students Be Registered for Classes?

ED 243 537

Student Ability, Student Background, and Student Achievement: Another Look at Life in Effective Schools.

ED 243 985

Teaching Accounting through Innovative Technological Means Challenges the Gifted and Retains the Capable Student.

ED 243 504

Teaching a Traditional Course in a College and in an Urban Educational Setting: One Instructor's History.

ED 243 994

A Ten-Year Study on Quantity, Quality and Personal Characteristics of Teacher Candidates.

ED 243 863

Three-Year Planning Data-Base, 1982-83. Vol. II.

ED 243 895

Academic Advising

Development of Oakton Community College's Graduation/Registration/Advisement System (GRADS) and the Standards of Academic Progress (SOAP) Utilizing Computer Resources.

ED 243 511

Academic Aspiration

The Long-Term Effects of Vocational Education: Earnings, Employment, Education, and Aspirations. Research and Development Series No. 246.

ED 242 980

Academic Freedom

Student Press Freedoms: Rights and Responsibilities.

ED 243 100

Academic Libraries

The Assistant/Associate Director Position in ARL Libraries. SPEC Kit 103.

ED 243 492

OMS Annual Report, 1983.

ED 243 482

Online Bibliographic Database Searching in College Libraries. CLIP Note #4-83.

ED 243 488

Predicting Academic Library Circulations: A Forecasting Methods Competition.

ED 243 489

Resource Notebook on Staff Development.

- ED 243 495
"Stemming the Tide" of Mediocrity: The Academic Library Response [to] "A Nation at Risk."
ED 243 888
- Academic Persistence**
The Impact of ACT 101 Programs in Pennsylvania.
ED 243 354
Should Late Enrolling New Students Be Registered for Classes?
ED 243 537
- Academic Records**
High School and Beyond Transcripts Survey (1982). Data File User's Manual. Contractor Report.
ED 243 957
Status of Credit Transfer for Migrant Students in the United States: Comprehensive Summary.
ED 243 629
- Academic Standards**
Development of Oakton Community College's Graduation/Registration/Advisement System (GRADS) and the Standards of Academic Progress (SOAP) Utilizing Computer Resources.
ED 243 511
Policy Options for Quality Education. A Report.
ED 243 250
- Academically Gifted**
The Gifted Reader: Metacognition and Comprehension Strategies.
ED 243 093
Honors at the University of Maryland: A Status Report on Programs for Talented Students.
ED 243 358
The Role of the Academic Library in a University Honors Program.
ED 243 399
- Access to Education**
Agenda for Discussion: Midyear Progress Report of the Governor's Commission on the Future of Higher Education in Michigan.
ED 243 376
Education of Minority Students: Problems and Challenges.
ED 243 979
Equitable Schooling Opportunity in a Multicultural Milieu.
ED 244 022
Equity and Vocational Education: Guidelines for the 1980s.
ED 242 895
Hispanic Access to Higher Education. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session (San Juan, Puerto Rico, May 27, 30; Ponce, Puerto Rico, May 31; Houston, Texas, December 2; Chicago, Illinois, December 12, 1983).
ED 244 036
Nonpublic School Students in Title I, ESEA Programs: A Question of "Equal" Services. A Special Report from the Title I District Practices Study.
ED 243 240
Public Participation in New Zealand Pre-School Education. Occasional Papers in Sociology and Social Work No. 4.
ED 243 565
State Centralization and Equal Access to Educational Opportunity.
ED 243 207
- Accessibility (for Disabled)**
Access to Information-Age Technologies: A Report on an Exploratory Project Examining the Issue of "Accessibility" for Handicapped and Older Persons to Emerging Information Technologies.
ED 243 282
Teaching Students with Special Needs in Secondary and Vocational Programs: Classroom, Building, Equipment and Instructional Modifications and Adaptations. Working Paper Series.
ED 242 915
- Accident Prevention**
Annual Survey of Catastrophic Football Injuries, 1977-1983.
ED 243 861
- Accounting**
Business Lab Curriculum. Final Report.
ED 242 961
- Accreditation (Institutions)**
Minority Involvement in the Accreditation Process.
ED 243 369
Saluting, but Not Speaking.
ED 243 503
Self-Study Processes: A Guide for Postsecondary Institutions. Second Edition.
ED 243 387//
- Accrediting Agencies**
Minority Involvement in the Accreditation Process.
ED 243 369
Saluting, but Not Speaking.
ED 243 503
- Acculturation**
The Hmong and Mien: Beyond ESOL Training Programs.
ED 244 044
Psychopathologie de l'acculturation (Psychopathology of Acculturation). Publication H-3.
ED 243 329
- Achievement Gains**
Instructional Time: A Winged Chariot?
ED 243 646
A Manual for Assessing Language Growth in Instructional Settings.
ED 243 897
- Achievement Need**
Fighting Myths, Facing Problems, and Framing a New Reality.
ED 243 983
- Achievement Tests**
Achievement Testing of the Handicapped Student: One School District's Experiences.
ED 243 945
The Choice of Scale for Educational Measurement: An IRT Perspective.
ED 243 917
The Community College General Academic Assessment: Los Angeles District, 1983.
ED 243 554
The Community College General Academic Assessment: Miami-Dade Community College District, 1983.
ED 243 555
Dimensionality, Scoring and Related Problems in Adaptive Testing. Part I. Final Report.
ED 243 929
Dual Objective Achievement Test Selection.
ED 243 938
Effects of Local Item Dependence on the Fit and Equating Performance of the Three-Parameter Logistic Model.
ED 243 921
Entrance Assessment at Community Colleges: A Decade of Change.
ED 243 552
Ill-Structured Problems as Multiple-Choice Items.
ED 243 893
Item Analysis and Report of Student Skills of Secondary School Students. Technical Report #2, Public School Basic Skills Achievement Survey.
ED 243 964
Predicting English Writing Course Success with the Vocabulary and Usage Subtests of the Descriptive Tests of Language Skills of the College Board.
ED 243 535
- Action Research**
Sources of a Theory of Action Research in Progressive Education.
ED 243 925
- Activism**
Influence, Effectiveness and Language Policy: A Political Action Workshop.
ED 243 302
A New Chapter: Elderly Urban Indians and Political Activism in Phoenix.
ED 243 633
- Activity Structure**
Equitable Schooling Opportunity in a Multicultural Milieu.
ED 244 022
- Activity Units**
Casting and Angling.
ED 243 617
- Adaptive Instructional Models**
The Adaptive Learning Environments Model: Design, Implementation, and Effects.
ED 243 913
- Adaptive Learning Environments Program**
The Adaptive Learning Environments Model: Design, Implementation, and Effects.
ED 243 913
- Adaptive Testing**
Dimensionality, Scoring and Related Problems in Adaptive Testing. Part I. Final Report.
ED 243 929
- Addition**
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The Neglected Branch: California Community Colleges.

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Publication Type Index

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	Accession Number ED 013 371

PUBLICATION TYPE CATEGORIES

CODE	CATEGORY	CODE	CATEGORY
010	BOOKS	080	JOURNAL ARTICLES
020	COLLECTED WORKS	090	LEGAL/LEGISLATIVE/REGULATORY MATERIALS
021	— General	100	AUDIOVISUAL/NON-PRINT MATERIALS
022	— Conference Proceedings	101	— Computer Programs
022	— Serials	110	STATISTICAL DATA (Numerical, Quantitative, etc.)
030	CREATIVE WORKS (Literature, Drama, Fine Arts)	120	VIEWPOINTS (Opinion Papers, Position Papers, Essays, etc.)
	DISSERTATIONS/THESES		REFERENCE MATERIALS
040	— Undetermined	130	— General
041	— Doctoral Dissertations	131	— Bibliographies
042	— Masters Theses	132	— Directories/Catalogs
043	— Practicum Papers	133	— Geographic Materials
	GUIDES	134	— Vocabularies/Classifications/Dictionaries
050	— General		REPORTS
	— Classroom Use	140	— General
051	— Instructional Materials (For Learner)	141	— Descriptive
052	— Teaching Guides (For Teacher)	142	— Evaluative/Feasibility
055	— Non-Classroom Use (For Administrative & Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc. in Non-Classroom Situations)	143	— Research/Technical
060	HISTORICAL MATERIALS	150	SPEECHES, CONFERENCE PAPERS
070	INFORMATION ANALYSES (Literature Reviews, State-of-the-Art Papers)	160	TESTS, EVALUATION INSTRUMENTS
071	— ERIC Information Analysis Products (IAP's)	170	TRANSLATIONS
		171	— Multilingual/Bilingual Materials
		999	OTHER/MISCELLANEOUS (Not Classifiable Elsewhere)

(010) Books

The Academic Ethic. The Report of a Study Group of the International Council on the Future of the University.

ED 243 357//

Alberta Catholic Schools...A Social History.

ED 243 200

Composing and Comprehending.

ED 243 139

Computers & Composing: How the New Technologies Are Changing Writing. Studies in Writing & Rhetoric Series.

ED 243 105

Down from Equality. Black Chicagoans and the Public Schools. 1920-41.

ED 243 999//

Ethical Principles, Practices, and Problems in Higher Education.

ED 243 340//

Getting at the Core: Curricular Reform at Harvard.

ED 243 338//

The Handbook for Latchkey Children and Their Parents: A Complete Guide for Latchkey Kids and Their Working Parents.

ED 243 569

Handbook of Health Professions Education. Responding to New Realities in Medicine, Dentistry, Pharmacy, Nursing, Allied Health, and Public Health.

ED 243 341//

Maintaining Diversity in Higher Education.

ED 243 339//

The Minority Student in Public Schools: Foster-

ing Academic Excellence. Office for Minority Education Monograph Number Three. Proceedings of an Invitational Conference, "What Can Public Schools Do to Foster Academic Excellence for Poor and Minority Students?" (May 1980).

ED 243 978

Opportunities in Biological Sciences; [VGM Career Horizons Series].

ED 243 679

Rhetoric and Composition: A Sourcebook for Teachers and Writers. Revised Second Edition.

ED 243 104//

The Teaching of Elementary Problem Solving in Engineering and Related Fields.

ED 243 714

Technological Innovation in the 80's.

ED 243 715//

Wellness Promotion Strategies. Selected Proceedings of the Annual National Wellness Conference (8th, Stevens Point, Wisconsin).

ED 243 864//

Women and Education. Equity or Equality?

ED 243 802//

(020) Collected Works - General

American Higher Education: Servant of the People or Protector of Special Interests? Contributions to the Study of Education, Number 9.

ED 243 346//

Areas of Special Study for Oklahoma School Superintendency.

ED 243 221

Curriculum Units on Nonsexist Teaching.

Effective Schooling in a Rural Context: A New Hampshire View.

ED 243 628

Teachers' Views of Educational Policies and Teaching. Collected Papers. Final Report.

ED 243 825

Women and Education. Equity or Equality?

ED 243 802//

Youth and the Labor Market. Analyses of the National Longitudinal Survey.

ED 242 914

(021) Collected Works - Proceedings

Assessment in the Service of Instruction.

ED 243 891

The Class of 1990: The Impact of Technological and Social Change on Schools. Proceedings of the Annual Conference of the Townsville Regional Group (5th, Townsville, Queensland, Australia, August 26-27, 1983).

ED 243 467

Collective Bargaining in a Period of Retrenchment. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions (11th, New York, NY, April 1983).

ED 243 353

Computers in the New Curriculum. Proceedings of the Annual Conference of the Texas Computer Education Association (4th, Austin, Texas, February 29-March 3, 1984).

ED 243 455

CPE-A New Perspective: The Impact of the Technology Revolution. Proceedings of the

Computer Performance Evaluation Users Group Meeting (19th, San Francisco, California, October 25-28, 1983). Final Report, Reports on Computer Science and Technology.

ED 243 475

Dissemination and Utilization of Educational Research. Report of a Regional Seminar (Tokyo, Japan, November 9-25, 1983).

ED 243 745

Dropout Prevention: The Name of the Game Is Success. Symposium Papers.

ED 243 038

The Education of Young Adolescents: Implications for Schooling and Teacher Education.

ED 243 883

Extension Faculty Development through Graduate Level Education. Proceedings. North Central Regional Staff Development Workshop (St. Charles, Illinois, August 8-10, 1983).

ED 242 957

From Effectiveness to Excellence: State School Improvement Policies and Programs. Proceedings of a Seminar (Portland, Oregon, September 12-13, 1983).

ED 243 186

Future Curriculum Needs in Vocational Education and Training. Proceedings of the East Central Network for Curriculum Coordination and the United States Department of Education, Region V (Chicago, Illinois, October 26, 1983). Public Hearing.

ED 242 963

High Tech Schools: The Principal's Perspective.

ED 243 224

Immigrants and Refugees in a Changing Nation: Research and Training. Proceedings of a Conference Held at the Catholic University of America (Washington, District of Columbia, May 13-14, 1982).

ED 243 987

Implications of Research for Nursing Practice, Education, and Policymaking. Proceedings of the Annual SCCEN Research Conference (2nd, Birmingham, Alabama, December 3-4, 1982).

ED 242 975

Innovative Use of Existing Housing Resources.

ED 243 032

The Intersegmental Conference: A Focus on the Community College Transfer Student; Report (Irvine, California, October 27, 1983).

ED 243 524

Managing Information for Rural Development: Lessons from Eastern Africa. World Bank Staff Working Paper No. 379.

ED 243 641

The Minority Student in Public Schools: Fostering Academic Excellence. Office for Minority Education Monograph Number Three. Proceedings of an Invitational Conference, "What Can Public Schools Do to Foster Academic Excellence for Poor and Minority Students?" (May 1980).

ED 243 978

Minority Students & Special Education: The Issues of Placement and Proportion. Model Programs and Practical Approaches. Spring Conference.

ED 243 254

Monitoring Rural Development in East Asia. World Bank Staff Working Paper No. 439.

ED 243 642

National Association of Vocational Education Special Needs Personnel Region I Conference Proceedings (Hunt Valley, Maryland, October 27-28, 1983).

ED 242 897

New Beginnings for Excellence in Illinois Education. Proceedings of the Presidents' Conference on Excellence in Illinois Education.

ED 243 817

Proceedings of Selected Research Paper Presentations Made at the 1984 Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division (Dallas, Texas, January 20-24, 1984).

ED 243 411

Proceedings of the Conference on Early Childhood (Toronto, Ontario, Canada, September 22-24, 1983).

ED 243 583

Proceedings of the 1983 Annual Meeting of the Canadian Mathematics Education Study Group (7th, Vancouver, British Columbia, June 8-12,

1983).

ED 243 653

Quality Education-The Rural Way. Proceedings of the Annual National Conference of People United for Rural Education (7th, Des Moines, Iowa, February 2-3, 1984).

ED 243 636

Rural Schools: The Heartland of American Education. Proceedings of the Joint Meeting of the 75th Annual Rural Education Association and the 5th Annual Rural and Small Schools Conference (Manhattan, Kansas, October 15-18, 1983).

ED 243 627

Science for All. Report of a Regional Meeting (Bangkok, September 20-26, 1983).

ED 243 662//

Teacher Shortage in Science and Mathematics: Myths, Realities, and Research. Proceedings of a Conference Sponsored by the National Institute of Education (Washington, District of Columbia, February 10-11, 1983).

ED 243 649

Title I Seminar for the Central States. Report of Conference Proceedings (Austin, Texas, January 20-22, 1982).

ED 243 217

Tri-State Educational Research Conference Proceedings (Philadelphia, Pennsylvania, May 15-17, 1983).

ED 243 220

The Written Literacy Forum: Combining Research and Practice. Research Series No. 138.

ED 243 132

(022) Collected Works - Serials

Classroom Teacher's "Idea" Notebook. Social Education, 1982-83, Supplements No. 31-33.

ED 243 804

Correlates of Sex Role Attitudes among Black Men and Women: Data from a National Survey of Black Americans.

ED 243 988

Designing Programs for Community Groups. New Directions for Community Colleges, Number 45.

ED 243 553

Development Communication Report No. 45.

ED 243 457

Earnings in 1981 of Married-Couple Families, by Selected Characteristics of Husbands and Wives.

ED 242 946

Evaluation through Follow-Up of Students (UGU). Project No. 2119. Current Project 1983:4.

ED 243 568

Higher Education Research & Development, Volume 2, Number 2, 1983.

ED 243 388

Investigations in Mathematics Education. Volume 17, Number 2.

ED 243 704

Lifetime Earnings Estimates for Men and Women in the United States: 1979.

ED 242 960

The New Scholarship on Women.

ED 243 374

Personal Finance in America's Schools Today.

ED 243 765

Resources in Education (RIE). Volume 19, Number 9.

ED 242 861

The Role and Effectiveness of Search Committees. AAHE-ERIC/Higher Education Research Currents.

ED 243 355

Salary Report #2: Principals and Assistant Principals.

ED 243 201

Secondary Programming: The Model Concept.

ED 243 290

Student Press and Distribution Issues: Rights and Responsibilities.

ED 243 215

This Constitution: A Bicentennial Chronicle.

ED 243 761

Unionization among College Faculty-1983.

ED 243 352

Writing across the Curriculum.

ED 243 391

(041) Dissertations/Theses - Doctoral Dissertations

Distance Education at Swedish Universities. An

Publication Type Index

Evaluation of the Experimental Programme and a Follow-up Study. Uppsala Studies in Education 16.

ED 243 458

English Language Independent Prediction of Academic Readiness in Ethnically Diverse Low SES Four and Five Year Old Children.

ED 243 575

(042) Dissertations/Theses - Masters Theses

Children at Risk: Vulnerability/Resiliency to Psychopathology after Parental Separation/Divorce.

ED 243 060

A Comparison of Reading Scores of Children from One-Parent and Two-Parent Families.

ED 243 097

Contemporary Children and Basal Reading Series.

ED 243 094

The Effect of Bibliotherapy on Personal and Social Development of Second Graders.

ED 243 099

Factors Contributing to Nonenrollment of 4-H Club Members in Southeastern Florida.

ED 242 919

A Guide for Evaluation of Broadcast Radio and Television in the Delivery of Informal Education. A Graduate Project.

ED 243 448

Meaningful Classroom Activities in Teaching English as a Second or Foreign Language.

ED 243 325

Preschool Library Experience and Reading Readiness.

ED 243 092

Reading to Children and Achievement.

ED 243 098

(043) Dissertations/Theses - Practicum Papers

Building Positive Parent-Teacher Relationships in Kindergarten.

ED 243 576

The Development, Implementation and Evaluation of a Slide/Tape Family History Module for the Personal and Family History Course at Ricks College.

ED 243 797

(050) Guides - General

Freshwater Fisheries: Program Planning. Appropriate Technologies for Development. Manual M-1A.

ED 243 648

Fun for One: Facilitating Solitary Play.

ED 243 582

Future Employment Opportunities in the Geological Sciences.

ED 243 647

Guide to Software Conversion Management. [Final Report.]

ED 243 460

Marine Fisheries Case Studies. Appropriate Technologies for Development. Case Study No. 1.

ED 243 660

Maximizing the Benefits of an Administrative Internship: Some Practical Advice.

ED 243 348

National Science Foundation Guide to Programs, Fiscal Year 1984.

ED 243 676

Peace Corps Water/Sanitation Case Studies and Analyses. Appropriate Technologies for Development. Case Study CS-4.

ED 243 659

Problem Solving in the Mathematics Classroom. Math Monograph No. 7.

ED 243 683

Recommendations on the Mathematical Preparation of Teachers. CUPM Panel on Teacher Training. MAA Notes, Number 2.

ED 243 670

Special Stresses of Infant Caregiving. CCEP Handout #17.

ED 243 604

The Why, What, and How of a Bilingual Approach for Young Children [and] El Porque, el Cual y el Como de un Enfoque Bilingue para Ninos Preescolares.

ED 243 595

Publication Type Index

(051) Guides - Classroom - Learner

Assess Student Performance: Attitudes. Second Edition. Module D-3 of Category D-Instructional Evaluation. Professional Teacher Education Module Series.

Child Development. A Learning Guide.

Close Up Special Focus: U.S.-Soviet Relations.

Computer Terminals and Terminology Made Easy! A Primer.

Counsel Exceptional Students with Personal-Social Problems. Module L-10 of Category L-Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.

Determine Student Grades. Second Edition. Module D-5 of Category D-Instructional Evaluation. Professional Teacher Education Module Series.

The Development of a Support Program for Learning Disabled Students in a Junior College Setting.

Economics and American Government: Senior Economic and Political Survival Project.

Emergency Medical Care. A Manual for the Paramedic in the Field.

Emergency Medical Care. A Manual for the Paramedic in the Field-Workbook.

Handbook on Australia.

Handbook: The Student Teaching Experience.

How to Read Technical Textbooks.

Irrigation Principles and Practices. Appropriate Technologies for Development. Reprint R-5.

Medical Assisting. A Learning Guide.

Microcomputer Laboratory Manual.

Modify the Learning Environment for Exceptional Students. Module L-5 of Category L-Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.

Orchard Management: Horticultural Practices for Peace Corps Volunteers. Appropriate Technologies for Development. Reprint R-31.

Perspectives.

Preparing a Book Review: A Research Guide; Preparing a Term Project: A Research Guide; Preparing a Written or Oral Presentation: A Research Guide.

Present Information with Filmstrips and Slides. Second Edition. Module C-24 of Category C-Instructional Execution. Professional Teacher Education Module Series.

Project BEST-PAL (Basic Education Skills Through-Parenting Affective Learning): Level II Modules.

Project BEST-PAL (Basic Education Skills Through-Parenting Affective Learning): Level I Modules.

Promote Peer Acceptance of Exceptional Students. Module L-6 of Category L-Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.

Sanitary Survey Training. The Need-to-Know Material. Student's Text.

Text Editing with the TRS-80.

Training Manual for Human Service Risk Managers. Final Report.

Value Orientations [and] Leader's Guide for the Value Orientations Exercise.

(052) Guides - Classroom - Teacher

ABE Outreach: Teacher, Recruiter, Counselor. A Handbook for Adult Basic Education Teacher/Recruiter/Counselors. A Guide for Program Managers. Revised.

Agricultural Development Workers Training Manual. Volume II. Extension Skills.

Agricultural Development Workers Training Manual. Volume III. Crops.

Agricultural Development Workers Training Manual. Volume I. Orientation for Trainers.

Agricultural Development Workers Training Manual. Volume IV. Livestock.

Animal Activities: A Handbook of Humane Education Ideas, Resources and Materials for Elementary School Teachers. First Edition.

The Appropriate World History for the Community College: Constructing a Syllabus and Selecting Suitable Supplemental Readings and Audio-Visual Aids.

Architectural Drafting Curriculum Guide. Michigan Trade and Industrial Education.

Auto Mechanics Curriculum Guide. Michigan Trade and Industrial Education.

Business Lab Curriculum. Final Report.

Business Writing and the Humanities: Having It Both Ways.

Canada in the International Economy: A Teaching Unit.

Carpentry Curriculum Guide. Construction Trades. Michigan Trade and Industrial Education.

Casting and Angling.

Cheerleading. A Handbook for Teacher-Sponsors.

Children's World View: The Basis for Learning Activities. Responsive Multicultural Basic Skills Handbook for Teachers & Parents.

China Curriculum for Secondary Schools.

Citizenship in New York City. Experimental.

Classroom Management.

Classroom Teacher's "Idea" Notebook. Social Education, 1982-83, Supplements No. 31-33.

Close Up Special Focus: U.S.-Soviet Relations.

Communication Electronics Curriculum Guide. Michigan Trade and Industrial Education.

Computer Mathematics 1A. Curriculum Bulletin Number 82CBM32.

Computer Mathematics 1B. Curriculum Bulletin Number 82CBM33.

Construction Trades Related Areas Curriculum Guide. Michigan Trade and Industrial Education.

Cooperative Health Occupations Assistant Program Core Curriculum, Westinghouse Vocational High School. Curriculum Guide for Grades Eleven and Twelve.

Creative Environmental Education Activities for Children. Environmental Education Curriculum Guide.

Curriculum Development in Craft Sewing as a Vocation. Final Report.

Curriculum Units on Nonsexist Teaching.

(052) Guides - Classroom - Teacher

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Developing Comprehension Skills via Advance Organizers.

Developing Global Perspectives about International Relations among Proactive Action Students in Rural Schools.

Developing Global Perspectives about Nuclear Arms Control among Proactive Action Students in Rural Schools: A Teacher's Guide.

Discussing Sex in the Classroom: Readings for Teachers.

The Documentary: A Sound Idea.

Do Rules.

Early Maritime Cultures of North Carolina. Project CAPE Teaching Module 5-6c.

Economics and American Government: Senior Economic and Political Survival Project.

Effective Teaching of Mathematics. Bulletin No. 4379.

Electricity Curriculum Guide. Construction Trades. Michigan Trade and Industrial Education.

Establishing Peer Evaluation of Writing: Students Need an Informed Teacher Model.

Fifth Grade. History-Social Science: A Brief Curriculum Guide.

First Grade. History-Social Science: A Brief Curriculum Guide.

Florida's Manatee. An Educator's Guide. Third Edition Revised.

Forestry Training Manual. Inter-America Region, U.S. Peace Corps.

Fourth Grade. History-Social Science: A Brief Curriculum Guide.

Fundamentals of Outdoor Enjoyment.

Getting ESL Students to STRIP! (Smile, Talk, Relax, Interact, Participate).

Gifted and Talented Education: Elementary Curriculum Guide.

Gifted and Talented in the Visual Arts.

A Guide to Field Trip Sites in Coastal North Carolina. Project CAPE Teaching Module SC3a.

Handbook: The Student Teaching Experience.

Health and Sanitation Lessons (Africa). Appropriate Technologies for Development. Reprint Series, Number 27.

High School Environmental Science Course Guide.

High School PREP: Thematic Planning, Fall '83. Preparation for Raising Educational Performance. [HS PREP Experimental Program].

Historic Crafts and Skills. Instructor Manual. Historic Skills Series.

History of America: A Popular Music Approach.

How Is a Moving Van like a Camel? Creative Strategies for Helping a Child Deal with Anxiety.

Human Biology, High School Science Course Guide.

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Improved Food Drying and Storage Training Manual.

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Life and Death in Nazi Germany: Moral Decision Making in the Classroom.

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Lockean Epistemology and the Freshman Research Paper.

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The Machine in the University: Sample Course Syllabi for the History of Technology and Technology Studies.

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Machine Trades Curriculum Guide. Michigan Trade and Industrial Education.

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Managing Multiple Roles. Dual Role Homemaker/Wage-Earner. Final Report.

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A Manual for Trainers of Small Scale Beekeeping Development Workers.

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Marine Organisms in the Classroom. Project CAPE [Teaching Module] SC1.

ED 243 727

Masonry Curriculum Guide. Construction Trades. Michigan Trade and Industrial Education.

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Meaningful Classroom Activities in Teaching English as a Second or Foreign Language.

ED 243 325

Mechanical Drafting Curriculum Guide. Michigan Trade and Industrial Education.

ED 242 905

Media Relations: The Planned Event.

ED 243 147

Metric System Resource Units = Unidades de Trabajo del Sistema Metrico Decimal. K-12. Project C.A.M.B.I.O., Changing Attitudes towards Metrics for Bilingual Instruction & Operations.

ED 243 644

Money, the Banking System and Monetary Policy in Canada: A Teaching Unit.

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Non-Sexist Elementary Education: A Research Report and Teacher's Guide. Research Monograph No. 34.

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Notable Black Women.

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Online Secondary Research in the Advertising Research Class: A Friendly Introduction to Computing.

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The Outdoor Leadership Handbook. A Manual for Leaders of Land-based Outdoor Pursuits in the Pacific Northwest.

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The People of West Africa.

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Personal Finance in America's Schools Today.

ED 243 765

Personal Health Training Manual. Core Curriculum Resource Material. TR-21.

ED 243 821

Plumbing Curriculum Guide. Construction Trades. Michigan Trade and Industrial Education.

ED 242 910

Pre-Algebra. Grade 7A-B. Curriculum Bulletin 82CBM34.

ED 243 650

Preparing Professional Teacher-Writers.

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Prescription for Computing Success: Knowledge and Self-Awareness.

ED 243 474

Program and Functional/Vocational Curriculum for Mildly and Severely Handicapped Students in Self Contained Classrooms. (Grades K through 12).

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Project BEST-PAL (Basic Education Skills Through-Parenting Affective Learning): Level II Modules.

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Project BEST-PAL (Basic Education Skills Through-Parenting Affective Learning): Level I

Modules.

ED 243 562

Project BEST-PAL (Basic Education Skills Through-Parenting Affective Learning): Volunteer Sponsor's Leader's Guide.

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Reading in the Responsive Education Program. Revised.

ED 243 082

Reducing Writing Apprehension.

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Resource Guide for Emotional Disabilities. Volume I.

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Resource Guide for Emotional Disabilities. Volume II.

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Responsive Multicultural Basic Skills Handbook for Teachers and Parents: Overview.

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Sanitary Survey Training. The Need-to-Know Material. Instructor's Technical Manual.

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A Sea Creature Treasury. Project CAPE Teaching Module K-2b.

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Search Is an Emergency: A Field Coordinator's Guide for Managing the Search Function.

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Second Grade. History-Social Science: A Brief Curriculum Guide.

ED 243 739

Shaping a Nation: The Role of the Livestock & Meat Industry in History & Economics [Teacher's Guides and Activity Masters].

ED 243 801

Sixth Grade. History-Social Science: A Brief Curriculum Guide.

ED 243 743

Small Scale Charcoal Making: A Manual for Trainers.

ED 243 687

Small Scale Marine Fisheries: An Extension Training Manual. TR-30.

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Social Studies Graded Course of Study: K-12.

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Teaching Economics in American History: A Teacher's Manual for Secondary Schools. Second Edition. JCEE Checklist No. 334.

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Teaching Technical Writing in the Secondary School.

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Teaching the Slave Experience: Using Popular Culture as Technique.

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Teaching Urban History in Non-Traditional Ways.

ED 243 777

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A Training Manual in Conducting a Workshop in the Design, Construction, Operation, Maintenance and Repair of Hydrants.

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Unemployment and Inflation in Canada: A Teaching Unit.

ED 243 770

Urban Studies: A Social Studies Option for High Schools. Curriculum No. 00-406040.

ED 244 033

Using Experience Language (LEA Variation) to Teach an Autistic-Like Child with a Visual Disorder to Read (and Write and Talk).

ED 243 289

Using Word Processing in Composition Classes.

ED 243 127

Publication Type Index

Wanchese Harbor-Community Development. Project CAPE Teaching Module SOC.

ED 243 726

Water Purification, Distribution and Sewage Disposal. Appropriate Technologies for Development. Reprint R-29.

ED 243 656

Water World Creatures. Project CAPE Teaching Module K-2a.

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Welding Curriculum Guide. Michigan Trade and Industrial Education.

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Windows to the Past: A Selection of Illinois County Records from 1818 to 1880.

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Women in the Canadian Economy: A Teaching Unit.

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The Written Literacy Forum: Combining Research and Practice. Research Series No. 138.

ED 243 132

(055) Guides - Non-Classroom

ABE Outreach: Teacher, Recruiter, Counselor. A Handbook for Adult Basic Education Teacher/Recruiter/Counselors. A Guide for Program Managers. Revised.

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Adult Programming: Ideas and Resources for Vermont Public Librarians.

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Aids for Health and Home Extension Volunteers. Appropriate Technologies for Development. Reprint R-3.

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Aircraft Manufacturing Occupations. Aviation Careers Series.

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Assessing the Comprehensibility of Trade Materials.

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Automated Resource Sharing in Massachusetts: A Plan.

ED 243 479

Aviation Maintenance (Aircraft Mechanics & Aircraft & Instrument Repair Personnel). Aviation Careers Series. Revised.

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Bag of Tricks: 180 Great Games (and Three More with Real Potential).

ED 243 639//

Bamboo as a Building Material. Peace Corps. Appropriate Technologies for Development. Reprint R-33.

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Better Education for Michigan Citizens: A Blueprint for Action.

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Bilingual-Crosscultural Teacher Aides: A Resource Guide.

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The Case for the All-Day Kindergarten. Fastback 205.

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ED 243 755

Color Our Children Carefully. A Guide to Equity and Excellence in Education.

ED 244 011

Community Health Education in Developing Countries. Appropriate Technologies for Development. Manual M-8.

ED 243 819

The Computer Explosion: Implications for Educational Equity. Resource Notebook.

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Computer Management: I.E.P. in the Stevens Point, Wisconsin Public Schools.

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- Dissemination and Utilization of Educational Research. Report of a Regional Seminar (Tokyo, Japan, November 9-25, 1983). ED 243 745
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- The Effective Principal: Achieving Equity and Excellence in Schools. ED 244 009
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THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since October 1983. They are, therefore, not included in the 10th (1984) edition of the *Thesaurus of ERIC Descriptors*.

ADAPTIVE TESTING

Feb. 1984

SN Testing that involves selecting test items according to the examinee's ability as shown by responses to earlier test items

UF Flexilevel Testing
Response Contingent Testing
Stradapive Testing
Tailored Testing

Aerobic Dance

USE AEROBICS; DANCE

AEROBICS

Jun. 1984

SN System of physical conditioning focused on expanding cardiovascular capacity through vigorous exercise and high oxygen intake

ANDRAGOGY

Mar. 1984

SN The art and science of the facilitation of adult learning, distinguished from child-oriented "Pedagogy" in terms of learner self-direction, application of knowledge and experience, learning readiness, orientation to the present, and problem-centeredness

UF Androgogy

BADMINTON

Jun. 1984

Computer Programs (Del Jun84)

USE COMPUTER SOFTWARE

COMPUTER SOFTWARE

Jun. 1984

SN Logical sequences of instructions used to direct the actions of a computer system, and accompanying documentation (note: corresponds to Pubtype code 101 and should not be used except as the subject of a document—this restriction was not carried prior to Jun84, under the former term "Computer Programs"—if appropriate, use the more specific term "Courseware")

UF Computer Program Documentation
Software (Computers)

Computerized Adaptive Testing

USE ADAPTIVE TESTING; COMPUTER ASSISTED TESTING (Replaces "Computer Adaptive Testing" as USE Reference)

Computerized Tailored Testing

USE ADAPTIVE TESTING; COMPUTER ASSISTED TESTING (Replaces "Computer Tailored Testing" as USE Reference)

COURSEWARE

Jun. 1984

SN Computer software and accompanying documentation written for instructional applications (note: prior to Jun84, this concept was indexed by "Computer Programs," postings of which have since been merged to "Computer Software")

UF Instructional Software

DISLOCATED WORKERS

Mar. 1984

SN Workers who have lost their jobs because of economic and technological changes in a business or industry, e.g., plant closings or relocation, increased

competition, automation, or market fluctuations
UF Disemployment
Displaced Workers

DOCUMENTATION

Jul. 1966

SN (Scope Note Changed) Techniques used to collect, process, organize, store, and retrieve documents (note: use "Computer Software" for computer program documentation)

EARLY RETIREMENT

Mar. 1984

SN Withdrawal from one's occupation or career at an earlier age or time than is mandatory or customary

EDUCATIONAL ASSESSMENT

Jan. 1974

SN (Scope Note Changed) Determining and interpreting the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocation (note: do not confuse with "Educational Diagnosis" or "Testing")

FENCING (SPORT)

Jun. 1984

UF Epee Fencing

HANDICAP DISCRIMINATION

Jun. 1984

SN Restriction or denial of rights, privileges, and choice because of physical, mental, or sensory impairment

HELPING RELATIONSHIP

Nov. 1970

SN (Scope Note Changed) Relationship characterized by the provision of assistance—helping behavior may be one-sided or reciprocal

High Technology

USE TECHNOLOGICAL ADVANCEMENT

Illegal Immigrants (Del Feb84)

USE UNDOCUMENTED IMMIGRANTS

INSTRUCTIONAL MATERIAL EVALUATION

Jun. 1984

SN Determining the efficacy, value, etc. of any type of instructional material with respect to stated objectives, standards, or criteria (note: use as a minor Descriptor for examples of this kind of evaluation—use as a major Descriptor only as the subject of a document)

MARITIME EDUCATION

Feb. 1984

SN Learning/teaching activities concerned with building, operating, and navigating boats, ships, and other floating structures, as well as related harbor and dock technology

MARXIAN ANALYSIS

Mar. 1984

SN Application of Marxist concepts, principles, and models in any field (e.g., educational or historical or literary criticism)

UF Marxist Criticism

MARXISM

Mar. 1984

SN Body of social, economic, and political thought originating with Karl Marx and Friedrich Engels—

distinguished by the labor theory of value, the principles of dialectical materialism and economic determinism, and the doctrine of revolutionary change leading to a classless society

UF Dialectical Materialism

MONTE CARLO METHODS

Mar. 1984

SN Statistical simulation techniques using random numbers to derive probabilistic approximations to the solutions of problems—used especially for complex problems with many variables or interrelationships

NONTENURED FACULTY

Feb. 1984

SN Academic staff who have not received tenure (permanence of position) at their school or institution—includes those awaiting tenured appointments and those who are ineligible for tenure

UF Nontenured Teachers
Untenured Faculty

OCEANOGRAPHY

Mar. 1980

SN (Scope Note Changed) Science that deals with the oceans and other large bodies of water, including their exploration, preservation, use, and interactions with air, dry land, and all life forms

RACQUET SPORTS

Jun. 1984

UF Racket Sports

RACQUETBALL

Jun. 1984

ROBOTICS

Mar. 1984

SN Study, design, and use of robots, mechanical devices that can be programmed to perform tasks of manipulation and locomotion under automatic control

UF Industrial Robotics
Robots

SMALL ENGINE MECHANICS

Mar. 1984

SN Assembly, operation, and repair of reciprocating internal-combustion engines used on lawnmowers, garden tractors, chain saws, and other portable power equipment—small engines are generally air-cooled and under 20 horsepower

STUDENT TEACHER ATTITUDES

Jun. 1984

SN Attitudes of, not toward, student teachers

TEAM SPORTS

Jun. 1984

UNDOCUMENTED IMMIGRANTS

Feb. 1984

SN Persons residing in a foreign country without proper authorization, having entered that country by unlawful means or having violated the provisions of their visas

UF Alien Illegality
Illegal Aliens
Immigrant Illegality

Undocumented Workers

USE FOREIGN WORKERS; UNDOCUMENTED IMMIGRANTS

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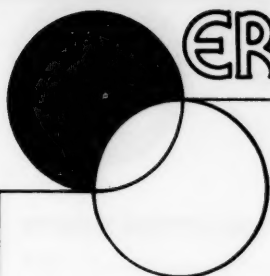
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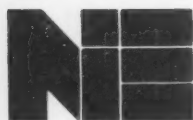
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